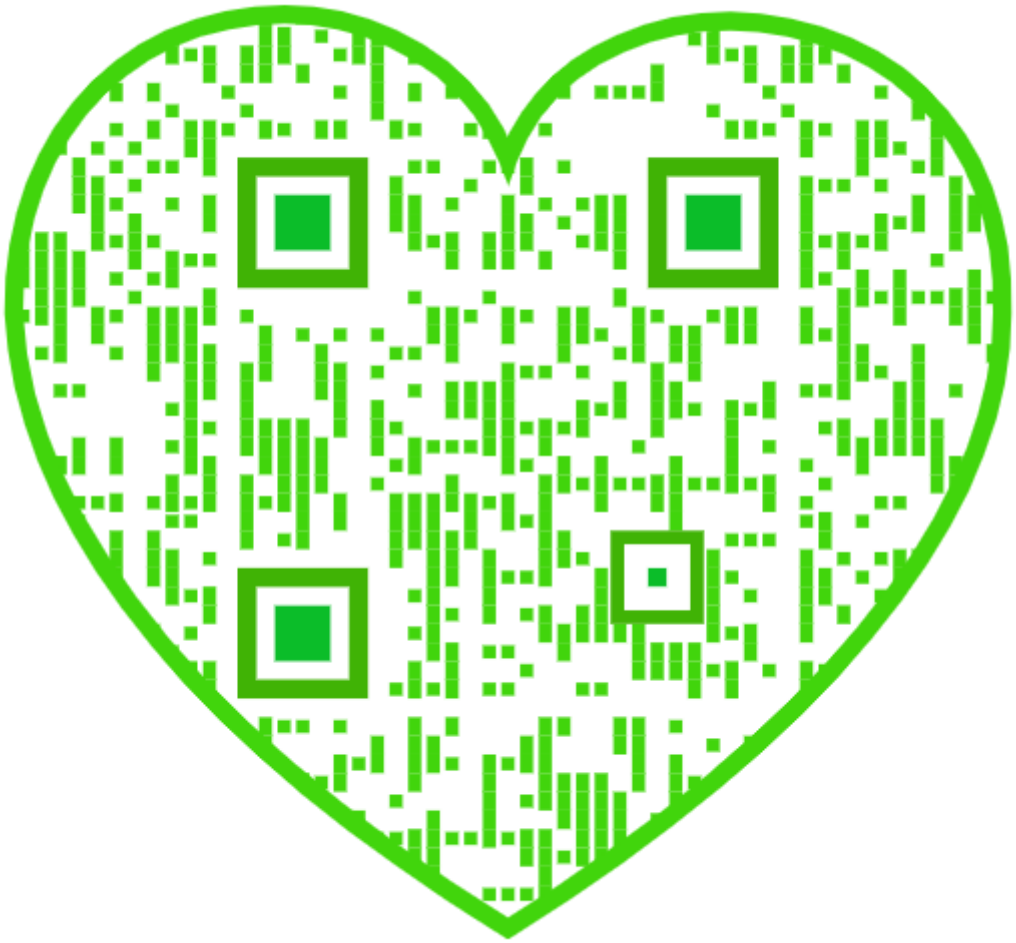
AMERICAN PLAYGROUNDS

E. B. MERO



AMERICAN PLAYGROUNDS

Their Construction, Equipment, Maintenance and Utility

A Compilation of Serviceable Information Concerning What Has Been and What Should Be Done to Provide Suitable Recreation and Rational Physical Training by Approved Modern Methods for the Benefit of the People.

A Practical Manual for Supervisors, Instructors, Committees and Others Desiring Knowledge of How and What to Do.

Edited by EVERETT B. MERO

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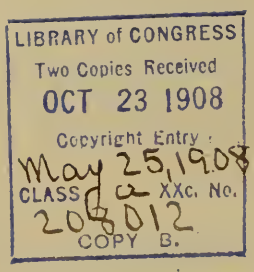
Selling Agents
AMERICAN GYMNASIA CO.
Boston, Mass.



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PREFACE.

A book of practical information is not a short cut to success, a labor saving device to enable a reader to dispense with purposeful thinking. A book of this type is an aid to more systematic work by showing guide posts by which a reader may be better able to know which roads to use and which to avoid to reach a certain destination.

This particular book is not about play and games abstractly or theoretically, so much as it is a book of service. Neither is it a literary production. It is definitely a compilation of information on how to apply practically various methods of physical training and recreation to men and women, boys and girls, in outdoor gymnasiums, playgrounds and school yards, under everyday American conditions.

Considerable has been well written in permanent and temporary forms on the history, philosophy and psychology of play; there has been much written on the desirability of games and recreation with special application to the relation of such activities to our social, moral and educational life. But there is very little available on the practical, technical side, and not much that shows how and where to provide the necessary additions to our lives.

Theory and practice need to go hand in hand as soon as the ideas first advanced have had general recognition as facts; perhaps sooner. Those who have done the pioneer work have made possible the advanced efforts of today; have made necessary such a book as this, which, being a pioneer in its class, is perhaps subject to some shortcomings. Such as appear may be removed in subsequent editions. The editor will be pleased to receive criticisms and suggestions from any source.

Those who have a general or philanthropic or sociological or educational or any other interest in the possibilities of

playgrounds should know something of their practical aspects. Those who are to teach the children and older folks by personal contact must have technical knowledge unless their efforts are to fail or do positive harm. The managing committees and board members, the municipal officials and the auxiliary society members, should have some of it also, if for no other reason than that the problems sure to arise may be intelligently understood and dealt with wisely. We should all learn from the combined experience of those who have traveled along the road just ahead.

This book is intended to supply the needs mentioned as well as to give a somewhat comprehensive general idea of the meaning and scope of these efforts for the welfare of the people,—not only the physical welfare but the social, educational and ethical as well. And, let us add, the business or commercial also.

The commercial value of rational physical training, of proper recreation and play has not been much dwelt upon; but this is a very important point in America where we all come to think so generally and constantly in terms of dollars; to apply the rule and plumb to every new suggestion. The playground movement in its pure form will stand all such tests that are applied fairly.

No book, or instruction in any form, can make it unnecessary for a teacher to work for success, use common sense in applying knowledge to conditions, and take exceptions to rules laid down, whenever necessary. This applies to this book, to any other book and to all books written or to be written. Book knowledge—rules of procedure—programs of exercise—methods of administration—are excellent tools. Tools are made to use to produce results when combined with brain product, and satisfactory results come not otherwise. But books of the right sort can help, and will surely help, if rightly used. This book aims to present some gathered material to meet the needs of the day; to serve present purposes under conditions that have been outlined; to be of real use.

Concerning the now quite general recognition of the need and importance of play and games, nothing special is said here. This information and worthy consideration of it can be obtained from several sources. A list of titles is printed at the end of the volume.

Specific acknowledgement of assistance given by individuals and organizations in the preparation of this book is made elsewhere. There has been an interesting exhibition of a desire to lend all aid asked for that would assist in extending the playground movement. For this the editor is personally grateful, not so much for his own sake as because it enables a more serviceable publication to be offered to the public. It is a pleasure to do work when there is cordial co-operation such as has been experienced in the compilation of the following material. That "American Playgrounds," may be of definite service in extending the work it outlines, is the wish of

THE EDITOR.

July, 1908.

ACKNOWLEDGEMENTS.

A book of this character is necessarily prepared with considerable assistance. No one person could make it of so much general and specific value as is possible by combining selected wisdom from many minds and experiences. The editor is especially indebted to the sources mentioned here as well as to those who have given permission to republish extracts, which are credited in each case where such reprints are made. Aside from these aids, special thanks are due and are hereby extended by the editor in his own behalf and for those who may be benefited by the result as set forth in these pages, to—

To Mr. Joseph Lee, the oft-styled "father of American playgrounds" in their present modern form, for permission to make use of his many writings on the subject, and for reading the manuscript in advance of publication and making suggestions thereon; and for other valuable assistance.

To Mr. William L. Coop, for his willingness to give time and thought to matters concerning equipment and its practical use, and help in various ways which have been of particular value.

To Mr. William A. Stecher, editor of "Mind and Body" and supervisor of physical education in Philadelphia public schools, for valuable information.

To Mr. Edward B. De Groot, director of gymnastics, athletics and playgrounds in the Chicago South Park System, for material aid in several ways.

The Playground Association of America, especially Dr. Luther H. Gulick, its president, and Miss Grace E. J. Parker, its financial secretary, for information and material for illustrations.

To the Narragansett Machine Co.; the Children's Playground League, Rochester, N. Y. (W. J. Smith, treasurer); the South Park Commissioners, Chicago; the Special Park

Commission, Chicago (A. W. O'Neill, secretary); the Playground Commission, Los Angeles, Cal. (Bessie D. Stoddart, secretary); special thanks are due for material for illustrations.

A considerable number of the drawings for apparatus exercises in Chapter 17 are adapted from Puritz' "Code Book of Gymnastic Exercises," English edition.

Among the books and periodicals of which more or less use has been made for consultation or for extracts are: "Mind and Body," "American Gymnasia," "Playgrounds";

"How to Tumble," Butterworth; "New Games and Sports," Alexander; "Playground Games," Chesterton; "Maypole Possibilities," Lincoln; "Popular Gymnastics," Betz;

Report of the United States Commissioner of Education, 1903; reports of various local playground associations and committees.

PART ONE

Why and How to Provide for General Exercise and Recreation.

"Play is motor poetry."—*G. Stanley Hall.*

"Schooling that lacks recreation favors dulness —*Hall.*

"One former is worth one hundred reformers."—*Horace Mann.*

"Men grow old because they stop playing, and not conversely, for play is, at bottom, growth."—*Hall.*

"The plays of adolescence are socialistic, demanding the heathen virtues of courage, endurance, self-control, bravery, loyalty, enthusiasm."—*Gulick.*

The good old swing of the rhyme writers, in the shade of the old apple tree, was transferred from the country farm yard to the town back yard, then to the city porch, then it assumed the artificial imitation form of the wooden swing of slats and paint, and next there was no swing; there was no room for it in the then current type of city civilization. Now the playgrounds are bringing back the really acceptable forms of the original swing—just a rope and a board across the bottom.

CHAPTER I.

WHAT IS SUITABLE PROVISION FOR PUBLIC PHYSICAL WELFARE?

A Summary—Definite Attention to Physical Needs of Up-growing Generations—A Phase of Civic Betterment—Supervised Play One Means—Indoor Gymnasiums and Other Aids Needed.

A fundamental feature of every normal human life being its physical condition, intelligent provision of means to maintain and improve that condition needs no apology.

Suitable provision for public physical welfare is found scarcely anywhere in American cities or country districts, except where it has been artificially made during the past thirty years and less.

That this made-to-order method has been necessary is due to conditions of today's mode of living. We live largely in artificial surroundings day and night, in most cities. The same conditions are fast coming to the smaller towns with the advance of modern labor-saving devices.

Our short cuts to what we hope will be success in material things are also short cuts to physical deterioration; and to moral and mental non-training as well.

What little has been done so far to restore certain necessary physical activities and interests to our abnormal lives, and to the lives of children for the next generations, is but a beginning, but one phase, of the work going on in many ways and through many agencies to bring back a more normal mode of every-day existence. Physical welfare is not divorced from general welfare; the physical is not the whole; it is one part, but a part so important that its neglect is a crime even if not always so recognized.

We of today must do something for the benefit of those who will live here sixty years and more from now as well as for our own good. This generation and the one immediately preceding it have been living more and more on the energy stored up by grandfathers and great-grandfathers — and mothers. (We must not forget the mothers, past, present and to be.) Unless we look out for our own physical selves, and especially ensure that the children of today do so, our grandchildren and great-grandchildren are going to be physically bankrupt.

If we spend all the money we are fortunate enough to inherit from ancestors, certainly we can have none of it to benefit our descendants. Just as true it is regarding inheritance of muscular and nervous capital—physical efficiency.

The people provide mental education for their children; they should provide motor education quite as freely and universally. "Muscular knowledge was fundamental in the race, and it is the basis of all true learning in the individual."

Proper motor education gives to every individual boy and girl ample opportunity for muscular exercise by systematic methods for recreation through play and games, and for true development through these agencies of "health as well as the physical, social and moral well being."

To enable the desirable work to be practically carried on, several methods have been found suitable. First among the artificial modes of physical activities is gymnastics, which came by importation to Germany and other European countries from Greece and Rome, and thence to America. In this country the freer life and thought eventually made for a freer mode of excercise, in athletics and also the games. During the past twenty years, and especially during the past ten years, has come what is generally called the playground movement. Really this is an important phase of the larger movement to make more use of natural outdoor possibilities for sane living, as is pointed out elsewhere in this chapter.

In Chapter II it is shown that "suitable provision for public physical welfare" calls for several features harmoniously coordinated and systematically supervised. This book deals specifically with the playgrounds and their allied features.

As playground activities in their modern aspects are comparatively new to America, and not very old anywhere, it is only just now that we are getting the necessary attention to the subject. Thanks to the activity and persistent propaganda of local and national societies and individuals in past years, and thanks during the past two years to organized national efforts of the Playground Association of America, the attention of authorities of cities and states and of the nation is being guided to the central fact that Twentieth Century conditions make not only desirable but absolutely necessary some definite attention to the physical needs of the upgrowing generations of both sexes.

The playground movement is one of the desirable ways through which this demand can be met. Playgrounds, meaning places for children to play, and for older folks to rest, walk and ride, as well as play, were comparatively numerous in some cities two decades ago and more, But just a place, just a lot of land open to public use, will not answer the requirements. Experience has taught this and re-taught it. There is play and there is play. There is play that grows like a weed and never gets beyond the weed state; and there is play that has careful cultivation so that it becomes a useful plant. The latter kind is required to accomplish results worthy of efforts expended. This is the kind that all wise investigators and expert students contend for, as soon as they get far enough into the subject to truly appreciate practical conditions.

Directed or supervised play is necessary. This means somebody whose definite duty it is to direct and supervise. Following the trail we quickly see that directors and supervisors must be trained. Until almost the present day there have been no accessible means for such special education, beyond the incomplete possibilities of the school of experience. Now we have two or three normal and training schools of physical education paying particular attention to the subject and two or three local organizations conducting their own instruction classes. We have not yet reached the point, as they have in Germany, of special normal play schools for teachers; but as most of the inspiration for what is being done for playgrounds in America came from Germany, di-

rectly or indirectly, it may not be long before this fundamentally important part of the work is inaugurated here, in some form.

It was just stated that playgrounds offer one way of caring for the physical needs of men and women, grown up and growing up. Playgrounds, even the best of them, seldom do much in winter except to provide skating and possibly sliding and tobogganing, in a large section of the country, and not very much anywhere in stormy weather. This means that there must be serviceable shelter and some provision for indoor work. A playground building is as important, certaintly, as an open-air space. It is a question not entirely settled which should come first, the building or the outdoor space. Both should go together, that is certain, but if there absolutely cannot be more than one, which shall it be? This is a point calling for more consideration than can be given here, but it is worth noting in passing.

The outdoor playground with proper space for athletics as well as gymnastics and games, supplemented by a well-equipped building which includes a gymnasium as well as baths, lockers, etc., and a swimming pool in some form, may make a complete plant. About the only place in America at this writing where this ideal has been reached is in the South Park System of Chicago. It is now being extended to other places as opportunity offers. Elsewhere the idea is adopted in part and incompletely. In many cities it is the ideal in mind, but in Chicago by reason of exceptional conditions the whole plan outlined and other desirable features as well are daily working as a model for the rest of the country, and in many respects for all the world. As one observer has expressed it, this city has been able to skip over ten to fifteen years of growth and produce the complete system immediately.

Boston, where the present playground and outdoor gymnasium scheme first took tangible form in this country, about twenty years ago, has not kept up to the times in some respects, although always one of the leading cities of the country in all matters of physical training, health education and recreation, as well as social betterment. Chicago took Boston's idea and showed its real possibilities under American city condi-

A Type of Playground Building.—This is mainly a shelter and has no gymnasium. It is in Brown Square, Rochester, New York, and cost $3,337.57 in 1904.

tions. Boston has just (1908) provided for a comprehensive system of physical training under control of the public school committee which includes playgrounds heretofore conducted by the park department and by private philanthropy, as well as gymnastics and athletics.

Part of a General Modern Tendency.

The growth of the playground movement should have a direct interest for the increasing thousands and millions of people who are personally concerned with matters of suburban life, life in the open, getting back to nature, and so on. All this line of effort has a common end: the making of life more worth living under conditions that exist; the improving of conditions so that instead of trying to escape from steel fetters of present civilization we may willing remain in the embrace of velvet supports and guides. However divergent the various movements toward this ideal, however crude some of the methods, however imperfect some of the individual workers and dreamers may be, the end sought is worth striving for.

The playground movement is just as much a part of the general tendency of modern people to escape from the armor of city discordancies as is the development of suburban estates, city beautification, clean streets, removal of eye sores in city and country, and all the other elements that tend to make for practical aesthetic environments.

As these paragraphs are being written there is in the United States a representative of a French association whose purpose is to create an international organization to work along these lines. In the United States at the present time are several organizations of comprehensive nature doing the same thing. Among them are the American Civic Association, Massachusetts Civic League, Rhode Island League of Improvement Societies, and many more that are local and sectional in scope.

All these interests should be tied up with the playgroud movement, and it with them, so that playgrounds and all the means for open-air enjoyment, recreation and definite exercise might be admittedly a part of the broader purpose. Playgrounds are not a means in themselves, apart from other interests, but are just one expression of the underlying truth

that has been a long time coming to be believed by Americans,—that men and women are created to enjoy life, not to be slaves to their surroundings all the time; and to enjoy life good health and physical efficiency is a fundamental need. Hence the use of playgrounds, athletic fields, gymnasiums and open-air recreation facilities.

As playgrounds are likely to be always parts of the general scheme for civic betterment — to make better the appearance and living conditions of towns and cities — it is important that there be "comprehensive planning and clear thinking; a careful study of actual conditions, physical, economic and social, based upon the best expert advice obtainable." The tendency to make playgrounds educational adjuncts or fundamentals observed in some places is not likely to prevent the same or other playgrounds being classed with the serviceable parks in the city systems.

Growth of the Movement.

An idea of the growth and scope of the playground movement may be had from these general facts of recent origin, covering some phases of development in America:

The amount of money spent and appropriated for playgrounds and accompanying features during six months ending May, 1908, was estimated at $6,000,000.

In the ten years ending 1908, covering practically all the present period of rapid development, about $50,000,000 has been used in the same way. Included in this sum is over $11,000,000 applied to the equipment and general conduct of Chicago recreation centers, $750,000 for San Francisco recreation centers, and $15,000,000 for New York City athletic fields, playgrounds, etc. These figures are not exact but approximately so. They are quoted to figuratively indicate the size of the work going on.

New York City employs over 1000 teachers in various forms of summer playground and recreation center work.

In 24 cities in 1905 there were 87 playgrounds; in 1907 in the same cities there were 169, an increase of 94 per cent. in two years. In the same cities in 1905 there were 73 park and municipal playgrounds; in 1907 there were 108, an increase of 48 per cent. in two years. In 1905 there were 160 playgrounds of all kinds; in 1907 there were 247, an increase

of 54 per cent. in two years. These figures do not represent all the playgrounds in the country, but those in 24 cities from which statistics were gathered,

During the years 1906-8 more than a dozen cities in which playgrounds had been previously maintained by private philanthropy, made appropriations for their conduct or created departments for direct municipal control and administration. This is evidence of growing recognition of the real need and value of such features of public utility. Over 65 cities now conduct playgrounds.

There have been isolated instances of reduced appropriations just as appropriations are occasionally unreasonably reduced for public education, usually for purely local reasons. Playgrounds of a right type are equally essential with schools; both may suffer from legislative or political short-sightedness here and there but the general trend is in all respects rapidly progressive. In the early development of playgrounds there is likely to be—has been—over-enthusiasm and wrong emphasis on some particular points, but usually this is due to misconception or misdirected zeal rather than to any reason justifying the withdrawal of public support.

The tendency seems to be for as willing public support with money and official interest as has been ever given to a movement to benefit the people fundamentally. Those who hold tied the municipal purse strings may here and there for a time fail to appreciate the value of prevention and decline to grasp the proven fact that such methods as are provided in recreation centers are true educational and social preventives of powerful value.

History tells us that the first "theorists" who advocated free public schools in the United States had fully as much trouble to educate official minds and get public financial support as the playground advocates are having now. History, studied intelligently, is a wonderful teacher and a great encourager of patient waiting; not idle waiting but busy, working, propagandism with continued practical results for proof.

The development of the playground movement is proceeding at a very satisfactory rate in all ways. Mistakes of the early period are being made good and there are increasing

indications that the work is being taken seriously,—that it has mostly passed the "fad" stage and become a staple requirement. This is, generally speaking, the view that is being taken where state laws are passed and advocated.

Such laws authorizing playgrounds and other means for rational physical training in cities have been passed by the legislature of New Jersey, have been under consideration in the legislatures of Ohio and Massachusetts and are favored for early action in several other progressive states. The Massachusetts bill would authorize each town and city of 10,000 population to maintain and carry on at least one public recreation center "of suitable size and equipment for the purposes of play, recreation and physical education." The funds would be raised by taxation or bond issues "as for other public necessities or improvements."

The present interest in what are generally called playgrounds is an outgrowth from the older work of physical training which was, until a few years ago, confined to gymnasiums. But the playground movement was not directly started in America by the physical training profession nor by any member of it; it got its initial impetus from social workers, educators and those men and women who were free enough from conventional methods of procedure to recognize the value of play and recreation when rightly used and guided. Now directors of physical training are alive to the value of the newer form of what is naturally a part of their work and are becoming prominent in advancing its interests. This points to the time when the present occasional combination of gymnasiums and playgrounds will become the general rule, all under the supervision of technically educated and fully competent instructors. Time is required to make necessary adjustments between new and old methods but the tendency is in the right direction.

An indoor recreation center may sometimes meet neighborhood conditions better than an outdoor playground. This illustration shows a municipal building in Los Angeles, California. The style of architecture is undoubtedly unique for such a building and is especially adapted to the part of the country in which it is located. It cost about $50,000. An interesting fact surrounding this recreation center is that it is located in what is considered the toughest ward in the city. If there is anything in the theory, to provide means for recreation in combination with architecturally beautiful fabric, there should be good results from this example.

CHAPTER II.

WHAT DOES A PLAYGROUND INCLUDE?

Definition of Names—Recreation Centers—Gymnasiums — Buildings — Supervision — Adminstration — Using a Plant — Recreation and Athletic Fields.

In speaking or thinking of playgrounds it needs be remembered that this title is somewhat loosely applied. For instance, the dozen Chicago South Park establishments are commonly referred to as "playgrounds," when as a matter of fact playgrounds form but one feature. Each of the fully equipped establishments there includes: an athletic field, outdoor gymnasium and playground for men, another for women, children's playground, sand court or pit, outdoor swimming pool; field house in which is a gymnasium for men, another for women, baths, lockers, etc., as well as a lunch room, assembly hall; and other features.

To call all this a playground is hardly accurate and causes a public misunderstanding of just what is being talked about. A playground anywhere is not a gymnasium; the two names do not mean the same thing and ought not to be misapplied. Playgrounds offer one excellent means for education in "progressive public hygiene" for young and old; gymnasiums offer another means. A playground may be outdoors or indoors, but is usually regarded as an outdoor feature. A gymnasium may be either in or out of doors but is usually indoors. Where several features are combined in one place the term "recreation center," seems proper for general use; or "neighborhood center," if the establishment deserves that comprehensive title.

These are somewhat technical points but some definition is desirable for sake of accuracy. After all, the name is less important than to have the necessary work done by some effective means. In this book the term "playgrounds" is

generally used as it is now commonly understood, although a distinction in terms is observed in some instances.

Lines of Activity:—Generally speaking there are certain features of activity carried on in all modern playgrounds. The features fall into the departments of—

Gymnastics or **Physical Training,** including **Athletics.**

Kindergarten, under which may be included the **Sand Gardens.**

Story Telling and **Dramatic Expression,** the two fitting together well. The stories and the expression work usually follow the line of folk lore, legend and the type of story dear to all normal children. There is perhaps more of the story telling feature than of the other, but there is a tendency toward it more and more as the work develops.

Library, under which may be included the **Quiet Games.** The last three features work in harmony.

Industrial Work, which borders on manual training and where there are facilities may include it. Basket and hammock weaving for both sexes and sometimes cooking for the girls and carpentry for the boys are taught, obviously to the the older children only.

Divisions of Public Welfare Efforts:—Recreation Centers:—There are a variety of departments for play and recreation that may be included properly under the general head of playgrounds as we know them; but more accurately under the head of recreation centers, for reasons already stated. Briefly these departments or sections of the work may be listed as follows:

School Yards, which often overflow into the school buildings.

Outdoor Playgrounds, which may or may not be connected with a school or with a park, in which are gymnasium and playground, spaces for games, sand gardens, etc.

Roof Playgrounds, usually found in crowded sections of large cities, located often on roofs of school buildings, all the sides and often the top being covered with heavy wire netting or screen, and well illuminated at night.

Evening Recreation Centers—also typical of crowded city sections, often in connection with social settlements or in school buildings, usually indoors and almost always partaking of social service aspects.

Recreation Piers, found mainly in New York City, but also in Philadelphia and Boston. These piers usually consist of the second story of an ordinary pier some 600 feet long projecting into the water; but in Boston and elsewhere special piers have been built for no other than recreation purposes.

Swimming Baths, may properly be included under the general classification. In practically all cities that have water facilities, either ocean, lake or river, public baths are maintained.

The Private Playground:—There are important differences between the playground or open air gymnasium conducted by a city or town and one that is run by private interests. The municipal institution will very surely get its deserts and have proper apparatus and attendance. The private ground, on the other hand, often has to struggle along and wage a persistent fight against all sorts of obstacles until its worth is finally recognized. The maintenance of a private ground differs materially from that of a city ground. If the city is paying the bills it will provide police and water and the very fact that it is a city institution ensures a certain amount of respect. The private playground conducted by a small organization often gets no aid whatever from the city departments, except the little that may be given on account of the personal interest by some individual official. Official recognition may be slow in coming; it will come faster now that the general movement is getting such good advertising; but there are still many towns and cities throughout the country where the first playground must fight its way to recognition and appreciation. (Some ways to get local interest aroused are indicated in Chapter 31.)

The Buildings in a playground may be called simply playground shelters or they may be called gymnasiums, or recreation buildings, or field houses, but here again the es-

sential feature is their usefulness, not their names. Such buildings should have well equipped gymnasiums and the other features mentioned. Here can be classes in winter and in stormy weather at other seasons and thus the expensive plant kept busy all the year round, to the benefit of everybody concerned.

Administration:—Playgrounds are usually expensive, considered just from a dollars and cents point of view; therefore there is that much more reason for getting all possible service from them. But probably no playground or gymnasium in the world, if it is properly and honestly conducted, is too expensive. There may be municipal gymnasiums and playgrounds that have fallen under the deplorable political "graft" system common to most American cities, that cost more than they ought, but this is the fault not of the playgrounds or gymnasiums, but of the political system and the unbusinesslike ways of conducting municipal institutions.

New York City is said to have "undoubtedly the most costly playground system in the world. Eleven (playgrounds) have probably cost in the neighborhood of $15,000,000." But in spite of this vast investment, the plants are run in a way that is far below maximum efficiency, mainly because there is not proper supervision and equipment both of which "could be provided for $30,000 or $40,000," a comparatively small amount in view of the money investment, not to mention the no less commercial importance of right results. This comment applies to the municipal playgrounds, not to the school playgrounds conducted by the city board of education. The school playgrounds and the summer recreation centers are efficiently conducted at practically maximum capacity.

In Boston the pioneer Charlesbank gymnasium and playground is a long way from being efficiently conducted; the same is true of the exceptionally fine plant at Wood Island, one of the best in the United States in equipment, location and possibilities. One reason for the condition is that there is no head supervisor employed by the department controlling these places and hence practically no systematic work conducted. In the smaller playgrounds scattered over the city the same condition exists for the same reasons. Boston playgrounds cost perhaps $3,000,000. As

A glimpse at a neighborhood playground with equipment.

A playground offers opportunity now and then for spontaneous fun such as a right-made boy enjoys and such as a right-made instructor may allow in moderation.

little as $5,000 a year would double the efficiency of the playgrounds and athletic grounds and triple their usefulness to the people who need the service.

These comments on two Eastern city conditions are made by way of illustration, not because other cities have perfect administration. The fault is, when we get to the basis, with the municipal system, not with the particular officials having in charge the playgrounds and gymnasiums who are usually very eager to have better conditions. It is for newer cities to profit by such experiences and not duplicate the shortcomings.

It need be recorded, however, that in both New York and Boston the faults are in process of removal. An ingrowing habit of a dozen years and more cannot always be tossed aside in a few months. As these lines are being written the newspapers record an expressed intention of the mayor of Boston to consolidate under an efficient board all the gymnasiums, playgrounds and baths conducted by the city not already in control of the school board. This method would put all Boston municipal physical training and recreation in the hands of two departments and enable efficient work by both.

A New England city, undergoing its periodical house cleaning, had a spasm of economy and cut down by 40 per cent, the appropriation from which the public playgrounds and gymnasiums were maintained. It had been proven that "graft" was rampant in the department; that a dozen inefficient men and women were employed at good salaries where six competent persons would have done much better service; that there were "swimming instructors" on the pay roll who could not swim beyond their depth without a good life preserver, etc. So the department had its appropriation reduced nearly a half.

This illustrates that even reformers are not always acquainted with the value of such places as playgrounds and gymnasiums for moral education to prevent the growth of the graft germs. If a city is to be cleaned up morally and ethically the first places that ought to be put in efficient order

are the gymnasiums and playgrounds and swimming beaches for it is here that we may get at the roots of the evils.

A System:—Granted, then, that a playground system must include at least two features,—a building that contains a gymnasium, baths, etc., and an outdoor field or piece of land with its proper equipment, we have a beginning of a department for physical training that should be found in every city and large town; and small town, too. Such a department may consist of one building and one half-acre lot of land adjoining, or it may include a thoroughly co-ordained system or several fully equipped buildings, outdoor feautres and extensive athletic fields with full provision for many kinds of activity under good organization and supervision. In either case the principle is the same. The one-building and one-field plant is the nucleus from which other plants can radiate. How this may be accomplished is shown elsewhere in this book. (Chapter 9.)

Extensive Recreation and Athletic Fields:—There is another phase of the subject in the large playground of from 50 to 500 acres which may be used for great play festivals or what the Germans call folkfests, and where all the people are provided with means for exercise and recreation. This part of the general scheme has barely come in America, although the early symptoms are seen in Chicago's annual play festival and the country field day described in Chapter 29. There is much room for the idea to spread. Some cities have provided the land but it is not used as its possibilities permit. In Franklin Field and Franklin Park, Boston, there are excellent illustrations of this kind of provision for the people. Van Courtland Park, New York City, contains similar possibilities and so do several of the large parks in Chicago.

Although the facilities provided for recreation, games, and sports in these great public reserved spaces of country outside the crowded city sections are used practically to their limit, that limit is too close to the starting point. Where there are 25 lawn tennis courts there should be 100; the half dozen base ball diamonds should be multiplied by ten or the game modified for use in less area; there should be more golf links, more cricket fields, more reserved places for lawn

bowls, becoming popular in Boston's Franklin Field; and so on.

Of course to approach the ideal condition in great cities is often considered impossible and almost always said to be impracticable. The same line of argument is used as is offered by street railway companies,—impossible to provide for all the people all the time. It may be that a company cannot afford to run cars enough; it may be that a city cannot afford to provide land or place equipment enough, but neither is impossible nor in very many places even impracticable. If the need is proven and the desire created in official minds, imaginary obstacles will vanish.

The consideration is not of athletic fields but of large recreation fields where people may go to exercise, not merely to be spectators. The two ideas may be combined in separate parts of a large plot of land, however. An athletic field usually involves much special provision for onlookers; the recreation field, such as Franklin Park, Boston, and Van Courtland park, New York, is planned first of all for the people who recreate; the mere spectator has to take his chances. There is no reason why the two should not be one, if the athletic or spectacular competition features do not interfere with what is of more real importance—the getting of many people of all ages and sexes out of doors for hours at a time to take personal exercise in the open air and sunlight.

Such a recreation field does not necessarily require a technically trained supervisor or instructor, although this provision will be of very real value. A competent caretaker and matron or several of them will serve; such persons are needed to look after equipment, attend to details of allotment of playing spaces, care for the field house, etc.

The recreation field or the athletic field is good for twelve months a year of service, by a flooded skating rink or several of them in winter. Toboggan slides are built in these fields and there ought to be more such provision for winter sports, where there is suitable weather, as there is in our northern sections.

This reference to the larger phases of playground possibilities must suffice for this book, which has to deal primarily with the local or neighborhood centers within easy walking distance of those who are to use them.

Supervision:—Having a building and a playground we next need a man or woman to supervise the work to be done with the plant. Pause here! The director or supervisor should come as soon as or even before the plant. It is a radical mistake to wait until a playground is built and equipped before having a director. The director should be "on the job" from the very start. If he or she is competent, and of course it is the competent person that is in mind, the salary cost will be saved before a boy or a girl sees the inside of the equipped building or has a chance to test the open air apparatus. Too many committees and boards of officials look at the item of salary that goes to the supervisor for weeks or months before the work with classes starts as so much lost money. There is no better place to spend it in the whole plan. (See chapter 4.)

Putting the Plant in Use:—Having the building, the playground and the director, the next point is to get the people to use the plant and make it possible for the instructors to "earn their salaries." A very few lines will dispose of this matter. There probably never was a playground or a gymnasium opened in any city that needed to go hunting for people to use it. The people are waiting for as many such places for their recreation and education as are likely to be created right away. In one summer the 67 school playgrounds in New York City had an average daily attendance of 38,566. In Providence, R. I., seven summer playgrounds had a total attendance of 78,123 (31,562 boys and 46,561 girls) or a daily average of about 1,650. The daily average attendance per playground was about 576 in New York and 236 in Providence. Allowing for the greater density of population where most of the New York playgrounds were located, the average number of children using the facilities offered them was much the same. The total cost of maintaining the Providence playgrounds was about $3,000, or less than four cents a child. In Philadelphia the cost per child has been estimated at a trifle less than four cents a playground day. Yes, playgrounds and gymnasiums will be well patronized in any city and the money cost is insignificant.

A city built a fine large gymnasium with baths and all the up-to-date equipment, and then locked the doors for some

months while the people at city hall argued and fought over the point of how to pay for its maintenance. The people wrote letters to the newspapers and made life not a pleasure for their wardmen and besieged the closed doors, most anxious to use what they knew was for them within. Finally all the political tangles were gotten rid of and the building opened. That was three years ago. The building has never from the first day been able to accommodate the people wanting to use it. This experience can be duplicated in almost any city of the country. Why is it, then, that there is any hesitation on the part of city officials to provide more such accommodation? Where and how can public money be better invested? There is no answer but one.

Instructors:—So we have the people waiting to use the plant. Now for the instruction. This must come, as already said, from competent teachers who know their business. Ordinary gymnasium instructors may be failures in playground work, but they should not be. There are differences between the two types of work, but each sort belongs in both places. In days to come every trained teacher of physical traning or playground work, whichever it may be called, will be able to take charge of the work indoors or outdoors, either as supervisor or director, or as instructor under a supervisor. But at this writing this condition does not exist, from no fault of anybody in particular.

We have had gymnasiums doing fine work for more than half a century in America, but we have not had playgrounds in complete form for more than ten years, with a possible isolated exception here and there. And it is only within the past five years that any considerable number of well equipped and properly conducted playgrounds have been known. Now that the demand is here, teachers are coming forth to be trained for the work.

Bathing Beaches.—In close connection with public bath houses there are the public beaches conducted where there is suitable opportunity; sometimes directed by the cities within whose limits they are located, or, as in Massachusetts, largely by the state, which puts bath facilities and management on a high plane of efficiency, supplying bathing suits

as well as shower baths, locker rooms and other essentials. Very few places have yet reached the stage of development to officially permit what has been in vogue in at least one place in London for a number of years, and in one place in Boston, namely, bathing and swimming and use of the beach by men and boys without clothing. This is a somewhat revolutionary step in this country, but is a natural enough development which may become more common at proper times and places. The idea has grown to be so popular at the one beach in Boston set apart for such use, that the accommodations are much over-taxed. Ten thousand men have used their section in one day, the present year. Plans are under consideration for opening one or two new places in other sections of the city.

Tournaments and Festivals.—Akin to the extensive festivals or large gatherings of the type referred to are the tournaments, inter-playground meets, or closing festivals, which find favor in some localities. There are often objections raised to holding such features on account of the work involved, the excessive competitive interests arising among the participants and the possible interference with regular work of the playgrounds. In spite of the objections such festivals can be made of real service in a large way to the general playground movement. It all depends on how it is done. Pittsburg, Pa., and Washington, D. C., are among the cities that have carried out such festivals with considerable success.

Street Railway Parks.—Somewhat related to the general movement for providing means for outdoor recreation may be mentioned the parks maintained by street railway companies. These parks are usually, or always, maintained as business propositions; that is, to make money for the street railway companies; but they are also, many of them, equipped with provision for physical exercise such as baseball, tennis, rowing, canoeing, sometimes swimming, as well as the means for amusement through vaudeville, open air theatres, dancing pavilions, music, etc. There are more than five hundred such parks in the United States.

A game of volley ball in progress. This view shows an event at a play festival on one of the Pittsburgh, Penn., playgrounds.

CHAPTER III.

WHY HAVE PLAYGROUNDS AT PUBLIC EXPENSE?

As Necessary to Have Physical Training as Mental Training—Prevention of Social Evils Cheaper Than Cure—Systematic Exercise for All Ages—Municipal Recognition of Value of Playgrounds.

A Playground is the Right of Every Individual.

It need not be a million dollar affair; it can be a tenement house back yard (where there is a back yard) or a roof. There is a roof (or at least a piazza) on most every house that hasn't a back yard. Therefore there is no excuse for any individual in even semi-normal condition not having a playground.

Every city and town should provide public playgrounds and gymnasiums with proper supervision for rational forms of exercise as well as for health education apart from exercise. But each family should also have its private playground and gymnasium in some form. Neither is a satisfactory substitute for the other.

A man and a woman, a boy and a girl, all require rational physical activity as long as they live. They require motor training as they require mental training or manual training. There is just as much reason for a city not providing schools for its children as for not providing means for physical training and recreation—and no more.

A properly conducted playground, a properly conducted gymnasium, indoors or outdoors, is a general education center; a center for moral and ethical training; a place to teach the art of living without depending on "graft," a feat that seems almost impossible to too many of the next generation of men now growing up in crowded centers of population.

A city that does not provide suitable places for its citizens and coming citizens to care for their physical selves

will be called upon to provide additional police stations, jails and hospitals.

Prevention is very much cheaper than cure, both for the patient and the doctor.

The correct idea of a playground takes in much more than a vacant lot where boys play baseball, or even a fenced in and apparatus supplied recreation center. A proper playground system provides for the physical welfare of all ages and sexes and colors and nationalities, in one establishment or in several separate locations. The young women need rational exercise and pure play—especially real relaxation from restraint of all kinds—fully as much as the young men. The elderly people need forms of the same kind of attention as well as the small children.

If there are combined in one place interests for all ages, it may be more easily a social center with fathers, mothers, sons, daughters, and aunts and cousins also, assembling with a common purpose but still having individual interests.

Children need a place for systematic exercise, be it called play or "having fun" or physical training. Play may be as instinctive to normal children as to normal puppies, but the children benefit by intelligent supervision and wise guidance. The knowing supervisor of child play will see that proper apparatus—proper tools—are used and that the children are led toward the better purposes of recreation rather than toward the demoralizing features of unguided, meaningless play. This can be best done in a place equipped and set apart for the purpose. We teach general education in school houses and naturally the playground is the best place to teach play.

The ordinances of a large New England city contain this provision, which sums up in a few words the conditions in most cities of the country:

> "No persons shall play at ball or throw stones or other missiles, or slide on any sled or machine, or in any vehicle whatever, for amusement, in any of the streets or highways."

Toronto, Canada, has a Queen's Park. A generation ago it was a recreation spot of much value and used by the city's

"Playgrounds ought to include water deep enough for swimming," for girls quite as much as for boys.

children freely. Now there is a sign "Ball playing strictly prohibited." As if this was not enough restriction, an order was passed last winter prohibiting coasting down the hills.

As a good proportion of the vacant lots have "no trespassing" signs, where are the boys to play, if their fathers do not happen to own a piece of empty land, without being law breakers? The only answer is that cities must provide artificial playgrounds to give to the children rights taken from them by modern municipal conditions.

In a properly equipped and supervised playground the natural rights of boys and girls are protected.

As has so often been said, most boys who break laws, who stone the neighbors' cats, who see how few whole panes of glass they can leave in the unused factory building, whose idea of manliness is associated with the corner tough who once licked the gamest "cop" on the force;—these boys are usually less to blame than are the authorities who provide no outlet for natural strenousness but instead attempt to bottle up the energy. As well tie down tight the cover on a coffee tank full of boiling drink and not expect an explosion!

To be sure the parents are often, at the bottom of affairs, the responsible parties for much so-called lawlessness of children, but that is a subject not to be treated in this book.

To quote: "Give a boy a chance at football, basketball, hockey or 'the game'; give him an opportunity to perform difficult and dangerous feats on a horizontal bar, on the flying rings, or from a diving board; and the policeman will need a gymnasium himself to keep his weight down. This is not theory but is the testimony you will get from any policeman or schoolmaster who has been in a neighborhood before and after a playground was started there."

So much for the boys of the "privileged class," as a Harvard professor modernly calls them, or of the "submerged tenth," as the older sociologists styled them.

As a matter of fact the children of rich or wealthy parents, of the socially elevated classes, need the education and training and good effects to be had from properly directed play and physical training. No all the surplus energy of these boys goes toward the idea of stoning cats and breaking

windows, but they get the same satisfactory results in other ways. We need to remember, whether we like to or not, that natural characteristics in the different strata of society do not really and truly differ so very much. The experiment of providing a playground especially for children of the so-called upper classes has been tried and proved successful.

Such a place, restricted to a special class of a community, ought not to be supported by public funds, as conditions are at present. So it need not be referred to here except to impress the fact that all sorts and conditions of people and children will use playgrounds if adapted to their interests and needs.

Private playgrounds conducted for those who can afford to pay a fee have been profitably conducted, although this idea is a comparatively new one. It offers a good opening for men and women capable of conducting such work where there is sufficient possible patronage.

There is also the possibility of placing public playgrounds in the sections of cities devoted to the better class of residences and thus catering to the people who live there. This idea is of the same stamp as the more popular one of placing playgrounds in the poorer quarters and crowded sections of cities so that the people there may have the benefit. Both should be done, although it is probably quite proper to give the crowded, poorer parts of large cities first attention. But we do not need class legislation in playground and gymnasium matters any more than in other municipal affairs.

Municipal Recognition.

"The demand for playgrounds has increased and more disposition to establish them has been shown among officials. Ten years ago a public playground could only have been thought of as the gift of some wealthy philanthropist. Now their place in the public expenditure is as well established as is that of parks and the need for them is almost as well recognized as that of schools.

"It is within the memory of the present generation that the application of prevention to the problem of criminal administration began. Reformatories have grown less and less

An average neighborhood playground "bunch" of boys, having their pictures taken. Recreation centers with wise supervision are truly worth while for the welfare of such boys.

like prisons in their administration and the machinery for keeping people out of jail is now thoroughly well established through our children's courts and the parole system for first offenders.

"But that is only one side of the problem. The state supports not only prisons, but almshouses and hospitals. Keeping recruits out of the latter is just as much a problem of practical administration as keeping people out of prison.

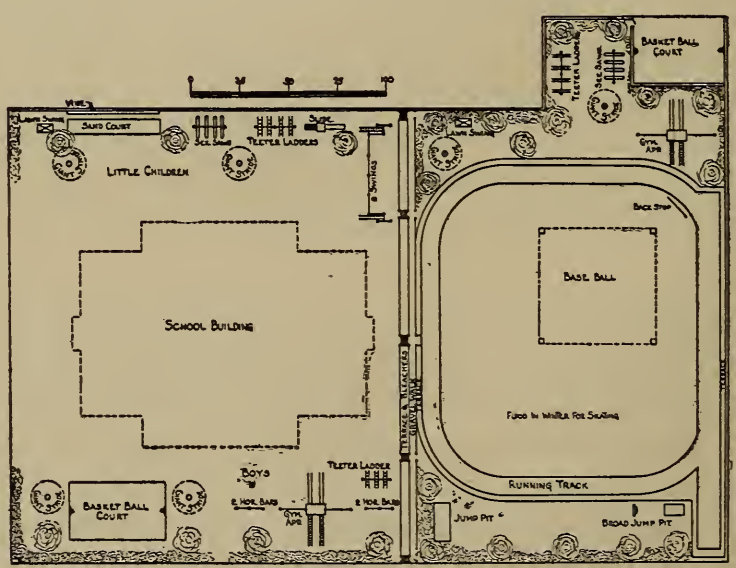
"The first preventative step is to have people born and raised with sound bodies. Over their birth neither science nor the state as yet exercises any control. But the rearing of a city-born population so as to reduce the percentage of criminals, paupers and diseased is an intensely practical matter. Fresh air and occupation are the first requisites for sound growth and the playgrounds minister directly to that need. Play is as necessary to a child as food, and in a city where every square foot of ground has a market value a place to play must be supplied by the city, because otherwise the children convert streets into playgrounds, to their own harm and the annoyance and danger of adults who use the streets for business or pleasure.

"The time will come when the city will give to every child who seeks it the rudiments at least of hand training, because it is cheaper to help him grow up as a thrifty citizen than to have him and his family hanging upon the skirts of charitable societies and on the edge of the poorhouse. But the need for manual training is less pressing than that for playgrounds."—(From an editorial in Brooklyn, N. Y., "Eagle.")

"The experience of some of our older cities in being forced by conditions of congestion to purchase sites for playgrounds at enormous expense, is being heeded by the rapidly growing cities of the west and space is being set aside for this purpose before it is too late. An indication of the tendency in this direction is illustrated by a bill that passed the legslature of the state of Washington (1907) but was afterwards vetoed by the governor. It provided that in all additions to cities of 10,000 inhabitants of more one-tenth of the area, exclusive of streets, should be set aside for parks and

playgrounds. This idea coincides splendidly with the present widespread interest in city planning. Cities are discovering that they cannot afford to go on growing in a haphazard way, and some day be obliged to tear down and build over at enormous expense, and then have only a makeshift at best. Instead they are employing experts to lay out a plan for ultimate development. Happily for the boys and girls, and for the public welfare, too, most of our leading landscape architects appreciate the necessity of providing playgrounds as well as parks and boulevards.

"The important place that playgrounds are being given in civic affairs is well illustrated in San Francisco. In spite of the enormous financial burdens in rebuilding their city (following the earthquake and fire of 1907) they voted a bond issue of $741,000 for the purchase of playground sites, and an appropriation of $20,000 for 1908 running expenses. A playground commission of seven members will annually present its budget, get its appropriation, and carry on its work just as definitely as any other department of the city administration."—(From an article in "Charities," by Lee F. Hanmer.)



How a School Building and Playground May Be Combined.

CHAPTER IV.

TRAINED SUPERVISION AND GUIDANCE.

A Leader an Essential—No Supervision, no Players—Children Prefer Intelligent Direction—A Caretaker not a Substitute for a Trained Instructor—An Instructor is a Leader and Guide Rather Than a Director—Ensures Right Use of Grounds in Right Ways.

Very few movements, small or great, will go on for long or accomplish much without a leader. Someone with recognized authority to be used when necessary is essential to most, if not all, undertakings even in this democratic America. Just so, a game will "go" better if there is an umpire or a captain or a director at hand.

President Roosevelt expressed the idea as applied to playgrounds in these words:—

"Neither must any city believe that simply to furnish open spaces will secure the best results. There must be supervision of these playgrounds, otherwise the older and stronger children occupy them to the exclusion of the younger and weaker ones; they are so noisy that people living in the neighborhood are annoyed; they are apt to get into the possession of gangs and become the rendezvous of the most undesirable elements of the population; the exercise and play is less systematic and vigorous when without supervision; and moreover in all cities where the experiment has been tried it has been found that such playgrounds are not well attended."

Another observer, a public school director of physical training, Dr. Rebecca Stoneroad, writes:—

"It may be said by some that such play is not real play, that it lacks spontaneity and the whimsical element. The experience of summer playground teachers has been that chil-

dren prefer direction; that of two playgrounds, one having a teacher and the other not, the children flock to the one where the teacher is directing, while it is an acknowledged fact that the unsupervised free playgrounds are little used. Some children do not care to play, and need to be encouraged, not forced, or the purpose of play for recreation would be lost. When forced, play becomes work. If left to the individual child only certain ones play, generally those who have special skill in a certain game which is played to the exclusion of others, producing onesidedness. Unsupervised play is spasmodic and irregular, and cannot be considered as an integral part of a physical training course, although accessory to it.

"The personality of the teacher, the voice and the manner, inspiring methods and enthusiasm all have their influence. Joy and happiness is is a mental state which to a degree can be reflected from one to another. Enthusiasm is contagious."

Concerning instructors or teachers for playgrounds, Joseph Lee writes:

"Another thing the boy of the Big Injun age must have is a teacher on the playground—not for the sake of discipline; grown-ups are too soft to be of any use for that purpose—but partly for maintaining order and partly because, for boys of this age, outside leadership of some sort seems to be in most cases a necessity. It is true that boys who are brought up in the very strong tradition of a preponderating game, or who are thrown with any older boys who take some interest in looking after them, will play without the leadership of a grown up person. But this is not true of most boys and is not true at the times of the year when the traditionally established game is not in season. There is a critical attitude of mind, together with a fierce individualism, in boys under eleven years old, that in most cases make anarchy practically inevitable a large part of the time if they are left to themselves. A boarding school teacher has told me that the only kind of occupation he had ever known them capable of carrying on if left to themselves was to set upon one of their number and tease him. This seemed to be the highest social institution they were able to support.

"The leaders whom the school will furnish to the children during play hours will include an expert on games and physical exercise; but they will also include, for some hours every week, the same teachers who have charge of the children in the school room. As my boarding school principal said to me, 'When you join with the boys in their games, the problem of discipline disappears.'

"The playground must be put distinctly under the master of the school as a part of the plant for the proper use of which he is responsible, in order that he may have placed in his hands the machinery necessary for dealing with the whole boy and may be made to feel that the whole boy—the education of boys and girls and not merely the teaching them things—is his job. The question we ask of the head of a boarding school is not, 'How much Latin have you taught my boy?' or 'How good is he at arithmetic?' but 'What kind of a boy have you made of him?' and until we learn to put the question to our public school teachers in the same way we are not asking of them to do the thing that we really want done.

"As a matter of practical experience, the opinion of those who have done actual playground work is unanimous to the effect that leadership on a playground for children between six and eleven years old is a necessity. The child of this period is not a finished creature, but an incomplete and partial one. The elder brother or leader is his necessary complement.

"A play leader costs something, it is true, but there is danger of being penny-wise in this matter. In a big city especially, where a playground costs many thousands of dollars, it is poor economy to save the salary of a man or woman who could more than treble its effectiveness."

Moral Effect Reversed Without Supervision.—"The usefulness of a playground is seriously limited by the lack of efficient supervision. The men in charge as mere caretakers with no knowledge whatever of gymnastics or the use of the apparatus are worse than unsatisfactory. The result is that the bigger boys learn a few tricks or stunts more or less dangerous and the weaker ones receive no attention. Even such

apparatus for the little ones as swings and see-saws is monopoplized by the stronger and more aggressive children, to the exclusion of the timid and weak.

"Thus the moral effect of the playground is wholly lost or completely reversed. Instead of a child learning to 'take its turn' it learns that 'might makes right' and 'to the victor belongs the spoils.' Weaklings are effectually taught that they have no rights the stronger ones are bound to respect and get thoroughly discouraged."—(W. L. Coop.)

Secretary Henry S. Curtis of the Playground Association of America told the Physical Directors' Society of the Y. M. C. A. in national convention that "the play organizer is the most important element in a successful playground. Space there must be. A good equipment serves as a sort of an advertisement to draw the children to the ground, and has a certain usefulness of its own, but the attendance of the children and the good results obtained will depend one-hundred fold more on the ability to interest and organize the children than it will on the best equipment. Vacant spaces or equipped playgrounds without a play organizer become seats of disorder and noise against which the whole neighborhood soon rebels. They fail utterly to secure organization in games and sports, to train through competition, and co-operation in the spirit of sportsmanship. They have for children only a very low athletic value. The organized playground soon comes to stand for all the virtues the play leader himself represents. Measured merely by the attendance of the children, it is the only successful playground, for a good director will double and treble the attendance over that of a mere caretaker."

Dr. Curtis has also written on another phase of the question:

The title "Directed Play" is a misnomer and has been the source of a great many absurd criticisms of the playground movement. It has suggested to the uninitiated that the playground leaders stand about and order the children to play this game or that, and that in general the directed playground is a place where there is no liberty or spontaneity on the part

The Tug-of-War. An interesting form of amusement and exercise—good boys' play. Also useful for girls and for men, in proper degrees.

of the children, that it is an assault on the last stronghold of child liberty and self-expression, and that it must inevitably result in making him a mere automaton.

In actual fact, the work of the play leader has almost nothing in common with this idea of direction. The successful play leader is the one who organizes the children into live teams around various activities and interests; he is the person who can keep a number of different groups of children interested and busy at the same time; he is, to a considerable extent, a leader; he is to some extent a teacher of new games, but his prime function is, I conceive, that of an organizer. He is not at all a director in the sense in which it is commonly understood.

The remark that organized play takes away the originality of the children seems to me quite contrary to the teaching both of modern psychology and of experience. The children left to themselves with one or two games seldom invent new ones, whilst children who have learned, through the playground or any other means, a considerable number of games, are constantly modifying old ones or starting ones that are practically new.

Concerning the sort of a man needed for a public playground director or instructor, E. D. Angell has written as follows:

"The director of a public playground should know children. He should have not alone the theoretical knowledge of the child-mind gained from studies in psychology and pedagogy, but the exact understanding that comes from a memory of his own youth, reawakened by direct contact with the youngster. He must have qualities that appeal to the boy; he should be an athlete or a gymnast, for there is nothing that catches the respect of the boy so quickly as muscular strength and physical skill. If he is not an athlete he must have the qualities of leadership and an appreciation of the child's needs so that he can direct him along the lines of his greatest interest.

"The playground director is not necessarily a teacher; he is a leader, and by mixing with the boys in their plays and

games, he guides them along by suggestion instead of by teaching. He should be ingenious and original—able to adapt himself to the many varying conditions that arise on a playground. He must be tactful and considerate, sympathetic and ready at all times to help his boys. He must be a friend of the boys, and if they are glad to have him around and show it, he can be pretty sure that his work is a success.

"The results of the work on directed playgrounds are so much superior to what is accomplished on grounds undirected, that a return to the old way is never considered by the cities that have had both experiences.

"On the undirected playground, the play is uncontrolled and the vicious habits of the street are simply transferred. The bully element is in evidence, and the young and weak are crowded out. A crowd of adult loafers often drive the boys from the ball diamond and use it for themselves.

"These conditions do not exist on the directed playground. The director interests himself in every child, weak or strong, good or bad. Smoking, gambling and profanity are forbidden and the boy develops under conditions that are more conducive to his moral and physical welfore.

"The playground director is a member of one of the most useful of professions; his field is the right shaping of the lives and characters of thousands of boys at a susceptible age and under peculiarly potent conditions. He should realize the importance of these opportunities and know that his work well done is as valuable as any other work in the education of the boy."

A Compact City Playground with gymnasiums and buildings.

CHAPTER V.

INSTRUCTORS: SOURCES, REQUIREMENTS, SALARIES.

Growing Means for Technical Training—Physical Education and State Normal Schools—Kindergartners—Need for Practical Experience—Sample Requirements and Rates of Pay—Hours—Signs for the Future.

Elsewhere in this book reference is made to the present scant provision for special technical training of playground instructors. This lack is being met by the regular normal schools of physical education whose old courses in play and games are being strengthened and new courses added. But even as matters stand, graduates of several of the schools are well equipped to be playground instructors. It may be a question whether many such students are fully qualified to become supervisors immediately upon graduation without actual post-grauate work under playground conditions, but some are so qualified.

The summer schools of physical training are paying increasing attention to the subject and in notable instances excellent special instruction is given in the features peculiar to outdoor needs.

Some of the state normal schools provide such instruction and many good teachers come from these institutions. As women instructors are generally favored for dealing with younger children, the state normal schools are excellent sources of supply. As the need increases, these schools will unquestionably offer particular courses for the purpose.

Kindergarten teachers are in much demand in playgrounds, especially for the vacation or summer schools conducted by cities. A desirable combination in a corps of playground instructors would include a specially trained kindergartener.

Men instructors come in part from the same sources; also from the Y. M. C. A. training schools, from colleges and from association gymnasiums. The college men usually get appointments on the strength of athletic knowledge or ability. Not all of them care for or are offered re-appointments.

As a rule the instructors coming through any of these channels will need to learn more or less by actual experience, unless they have had previous practical service, but this is unavoidable under present conditions.

To get in touch with would-be playground leaders or instructors, one good way is to write to the Playground Association of America, New York City, where there is always a list of available men and women, as well as a list of places wanting instructors, in various parts of the country. The teachers' agencies and exchanges also supply such special instructors and are informed of vacancies.

Where playgrounds are municipal institutions and instructors must be local residents, there is the usual method of competitive examinations, governed by local conditions. But even in municipal departments non-residents sometimes can secure positions, especially if the home supply of raw material runs short.

Supervisors of playgrounds, who have had good experience in well equippel and properly managed institutions, are aften secured from among the assistants in large city systems. Chicago South Parks, for example, have in this way supplied trained heads for several other city systems.

Playground directors also come from the general educators. School principals, men and women, may make excellent leaders for playground work, often ranking higher in efficient results than others who have had special technical traning in athletics or gymnastics.

Salaries vary greatly and it is a little risky to quote figures. In general it may be said that the supervisor of a city system of several playgrounds should receive from $1,200 to $2,000 a year, with permanent all-the-year position. Many supervisors get less and two or three may get more.

Instructors or assistants receive from $600 to $1,000 a year or season with permanent appointments, or from $24 to $60 a month where engaged for the summer period. Many

A group of playground instructors, indicating the type of men and women engaged in the work. At the time the photograph was made, from which this illustration is reproduced, these instructors were employed in the South Park System in Chicago.

of these positions require part time only; four or five hours a day is common for assistants, but the actual hours vary so much with local conditions that no definite statement can be made. In some places assistants receive $75 to $100 or $125 a month, but these are usually exceptional full time positions.

Minneapolis Park Commission pays men and women directors $50 a month for two months' work, July 1 to August 31. Washington, D. C., pays $35 to $45. Philadelphia pays $40 a month, based on a half day's service, either forenoon or afternoon, six days a week. In playgrounds where special work is demanded the salary is $43.75 a month. Inexperienced teachers in this city are assigned to duty as assistants for one week without salary. Appointments to salaried positions follow if the teachers are qualified.

Some information compiled by the Philadelphia Board of Education concerning the requirements for positions there is of general value and is reprinted as follows:

> In order to secure a position as teacher in a public school's playground an applicant must have a teacher's certificate or show qualifications equal to a normal school training.
>
> In the smaller school yards the playground work is principally the care and instruction of smaller boys and girls, the ages ranging from four to ten years. The preparation of a teacher for this work (class A) is principally that along kindergarten lines with the additional knowledge of games and occupations suitable for children seven to ten years of age.
>
> In the larger school yards and in a few fields where boys and girls from four to sixteen years assemble, there are generally two teachers, one to take care of the smaller children and the other, preferably a man, to look after the older children. The teacher for the older children (class B) must have some knowledge of handwork suitable for these pupils, e. g., paper folding, reed and raffia work, cardboard sloyd, hammock making, etc.; (woodwork at benches is taught in a few grounds); he also must have a thorough knowledge of team games and of light apparatus.
>
> All applicants should have a good working knowl-

edge of songs and stories. They should be competent to select songs and stories for their educational and moral values; should be familiar with such books as "Mother Stories" by Maude Lindsay, "In Storyland" by Elizabeth Harrison, "In the Child's World" by Emilie Paulsson, "Norse Stories" by Harrison Mabie, "Fairy Tales" by Eduard Laboulaye.

Applicants are expected to be thoroughly familiar with "Singing Games, Old and New," by Marie Hofer, and "Gymnastic Games" by E. H. Arnold.

Applicants for positions should understand that playground work is of a very active nature, demanding physically well-formed teachers, and that no one incapable of bearing the double mental and physical strain should apply.

The playgrounds are open during July and August, six days per week. As a rule there are two sessions per day, the morning session being from 8.30 to 12 o'clock, the afternoon session from 1.30 to 5 o'clock. Local conditions may make it advisable to change these hours.

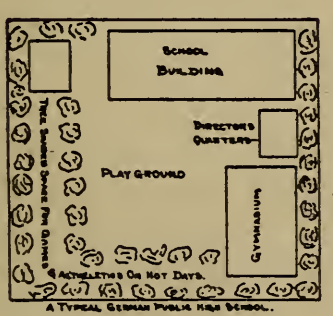
In Providence, R. I., a city of 100,000 population maintaining seven playgrounds, directors are paid from the municipal treasury at the rate of $2 a day or $10 a week of six days; assistants $1.80 a day or $9 a week. For the season's work covering eight weeks this gives each director $80 and each assistant $72. The supervisor, a woman with previous experience and practical knowledge, receives $300 for the season. Regular school janitors look after cleaning up, small repairs, etc., at $1 a day or $40 for the season. A superintendent of janitors did efficient service. The season's total salary list for the seven playgrounds was in 1907: Supervisor, $300; directors and assistants, $1,649; janitors, $280; total $2,229.

As playgrounds receive proper recognition and become more completely identified with gymnasiums and physical training departments as essential municipal necessities, there will be more permanent positions paying $1,200 to $1,500 a year, because, for one reason, a high grade type of specially educated people will be required for a new profession.

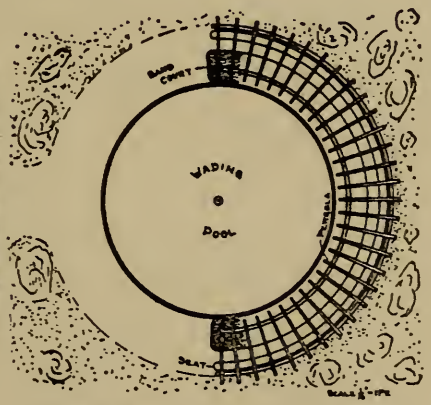
"The supply of trained playground teachers is wofully limited, just at the time when they are specially needed—

the time when playgrounds are 'on trial'—in many cities. To meet this demand the Playground Association of America has appointed a committee to prepare courses of instruction on playground organization and administration to be sent to all normal schools and colleges in the country. Where this subject has been presented to normal schools, and the extent of the movement described, there has been a ready response and requests for suggestions of courses of instruction that may be given.

"The fact that in the future supervised playgrounds are to be conducted, not only during the summer vacation but also after school hours and on Saturdays during the whole year, makes it evident that a knowledge of playground work must be a part of the public school teacher's equipment. Those who provide themselves with such equipment will thereby be able to materially increase their income, and will at the same time come into a kind of relation with the boys and girls that will help to solve many of the difficult problems of school discipline."—Lee F. Hanmer.



A German Plan.
(See page 51.)



Sand Court or Pit, with pergola covering benches.
(See chapter 23.)

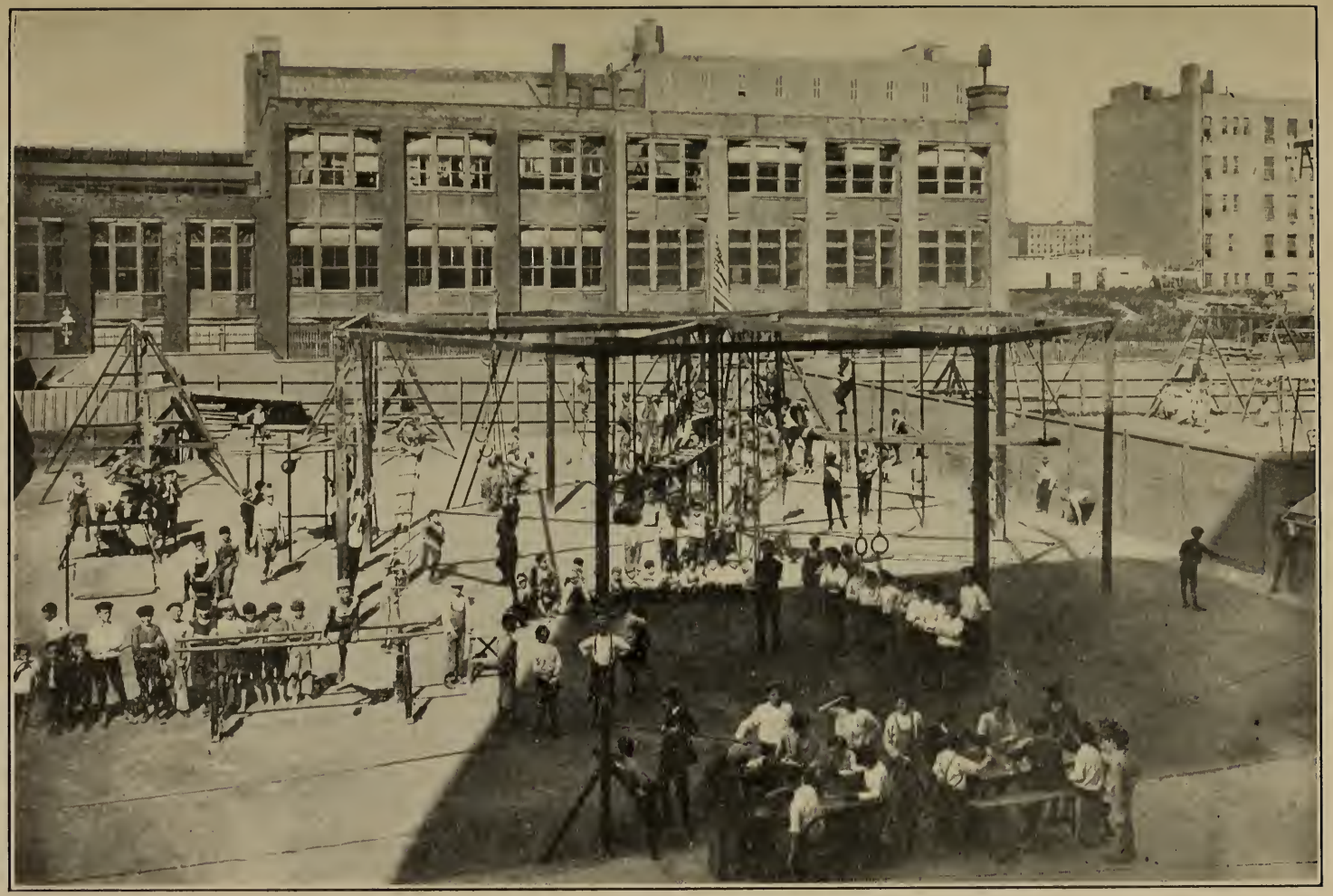
CHAPTER VI.

SCHOOL YARD PLAYGROUND REQUIREMENTS.

The Thirty Square Feet for an Individual Rule—Serviceable Apparatus Essential—How to Make a Modest Start—Need to Secure Land a Long Time Ahead—Gymnastics and Play Distinct, not Substitutes.

With the increasing realization that school houses and grounds can and ought to be put to use during the hours when school is not in session for studies and recitations, it becomes comparatively easy to have the yards and grounds equipped and used as playgrounds, open air gymnasiums and rest spots. This plan is now practically general in the United States and in some degree is adopted in most of the larger cities.

Experts have figured that a proper school playground should contain at least 30 square feet of space for each individual using it. This is the standard in England for new buildings and yards. In Prussia it is about 20 square feet. In Germany the space varies from 20 to 75 square feet. In France 50 square feet per individual is the rule. The figures are approximate but are essentially correct. In America the school yard space per pupil is from 5 to 40 square feet, the average being perhaps 10 to 20, except for the very newest schools in which up-to-date ideas have been adopted in this respect and the 30 square feet rule is followed as closely as feasible. These references apply to the yards adjoining school buildings and are of course modified by local conditions, in America and abroad. There is need for legislation governing this matter. It is being agitated and will be systematically worked for. There are practically uniform laws regarding ventilation of schoolhouses, which offers a good precedent for like enactments to cover yard room.



A view of a large outdoor gymnasium in connection with public school No. 183, New York City. At the right is a glimpse of the girls' section. In this open air gymnasium regular indoor apparatus is used in part.

A common arrangement of public high schools in Germany provides for all phases of the mental and motor training of the children, with proper time for each feature. The plan presented (see page 49) is typical of German methods in this respect. In America the gymnasium is usually incorporated in the school building. There are advantages in both ideas.

The idea of placing the gymnasium and the sanitary accommodations in buildings detached from the school room structure has had advocates in the United States, and in Canada the plan has been carried out in isolated instances by an arrangement indicated by plan A, page 49. Another suggestion is shown in plan B page 49, where the gymnasium and playground are in a space between the wings of the building.

In school yards, not primarily intended for playgrounds for general use, not a great deal of apparatus is required. There should be swings, teeter boards or ladders or both, perhaps a giant stride; and where there are primary children material for them to play with, such as toys, building blocks and a pile or box of sand. It is always advisable to have apparatus that can be fastened up out of the way, or locked, or in some way kept from being used in other than designated hours.

If the school yard is large enough to be a small playground, or a part can be set off and fenced, then any of the simpler playground apparatus is desirable.

As a rule school boards do not allow much money for playgrounds or yards and these necessary places have to be fitted up gradually with the use of the teachers' ingenuity and self-sacrifice. But a good deal can be accomplished by making a modest start and then keeping slowly but steadily at the process of adding to the equipment. The children will help as soon as they become interested; it depends largely on the teachers how soon that is.

In the Indianapolis public schools the plan was adopted two years ago of buying first the apparatus that could be used by the greatest number of children with greatest benefit. As funds permitted other pieces were added by purchase or by home building. Giant strides were installed first, one for boys

and one for girls; sometimes two for each. Several basket balls were next in order. In the upper grades they were used for playing basket ball and captain ball, while in the other grades they were in great demand for simple tossing and catching games. The balls were also used for playing hand-baseball.

Then came the footballs. "We don't run with the football under our arm, but we do kick it, girls as well as boys, and then run and try to catch it. The little folks stand in a circle and kick a small black rubber football," explained W. A. Stecher, the supervisor of physical training at that time.

Tetherball also comes in about this time, so do simple devices for high jumping and pole vaulting; also teeter boards and sand piles for the little ones. Then, if more money is available, come stationary horizontal ladders.

To teachers it may be of interest to know that the equipment of these playgrounds was the work of each school. The school board did not appropriate money for this purpose. Its mechanics, however set up the apparatus.

In a paper presented at a convention of the National Education Association (1905), Dr. E. H. Arnold, then president of the department of physical education, urged the need for advance planning so that there might be ample space for yards around school houses in which there might be necessary physical exercise, play and games. He used these words:—

"In order to provide such spacious school yards, provision for their acquirement should be made long before they may be actually used as school yards. Not only years, but decades ahead must the sites for school yards and buildings be bought by the communities in the districts as yet outlying and unoccupied. Money so invested will come back with interest to any community that tries the scheme, as is evidenced by the prices paid for school sites in communities already thickly settled. Economy then makes it necessary to buy a lot as small as possible. This can be avoided by foresight and prompt action of communities that this day foresee a chance of rapid growth.

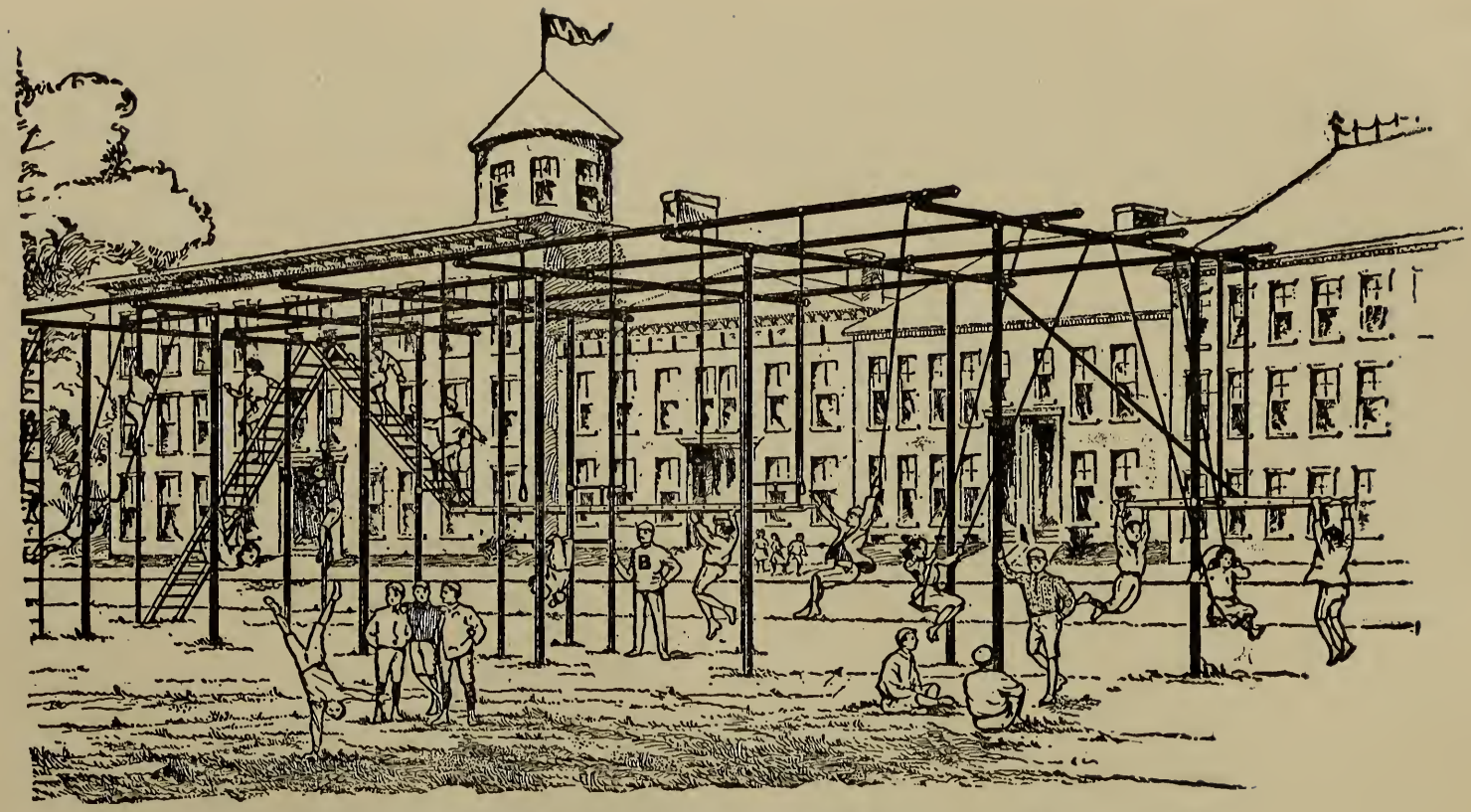
"We should demand legislative action to compel communities to furnish school yards which can serve the above purposes (as playgrounds). Communities by law compelled to furnish them would have to exercise foresight and acquire the sites in such goodly time that the purchase of school yards of proper dimensions would not unduly burden the community."

If this ideal is approached, then it becomes possible to carry out such a plan as was presented at the same N. E. A. convention by Dr. Rebecca Stoneroad, to "choose, plan, arrange and adopt plays and games that would form a large share of the physical training of the school. This requires rare powers of organization and leadership, and is most likely to be accomplished in private schools with many instructors, few children, large grounds and much school time. These are not, however, the conditions of most of our grammar schools. Under the ordinary environment, it is practically impossible to institute a system of plays and games which will include all the children of the school. Since this form of physical exercise must of necessity be taken in the school yard, ... our opportunities, at least in city schools, are greatly limited.

"School gymnastics, although an artificial form of exercise, have the advantage over plays and games in our educational scheme on account of their practicability. We can give daily to large masses of children, in a short space of time, in all seasons and under all conditions of weather, with or without playgrounds, a certain amount of all-round, systematic, physical exercise, based upon physiological principles, calling into play all the muscles of the body, and so planned and executed as to be of the greatest value educationally.

"It must be distinctly understood that school gymnastics are not recreation; they are school work. I would never attempt to substitute such work for the play of recess. Both departments of physical education, the plays and games and the formal gymnastics, are necessary, and should go hand in hand in a perfect system of physical education."

Desirable equipment and apparatus for school yard playgrounds is indicated in Chapter VIII.



This drawing shows a frame made of iron pipe on which may be attached rings, swings, ladders, slides, adjustable bar, trapeze, etc. This frame, in one form and another, is found in most playgrounds that can have it. Sometimes it is made of wood, as shown in another illustration. This particular frame is in use at Buffalo, N. Y. (See Chapter VIII.)

PART TWO

Organization, Construction and Equipment.

"The boy without a playground is father to the man without a job."—*Joseph Lee.*

When a small boy comes a long way to a playground and quiets the awful pangs of hunger, "filling up with water," so that he may stay through the supper hour, can any one ask if the playground is popular?—*Report of Children's Playground League, Rochester, N. Y.*

The farmer allows one acre for 150 chickens. A city acre 200 by 217 feet may provide a school or neighborhood playground for 1000 or 1500 children. —*Stewart.*

The children's playgrounds rightly belong to the city. It is a provident work and is far less costly than the reformatory and the juvenile court.—*From report of Children's Playgrounds Association, Baltimore, Md.*

CHAPTER VII.

IMPORTANCE OF PROPER EQUIPMENT.

Why Good Material, Well Constructed and Adapted to Use to be Made of It is Desirable—Equip with Apparatus That Will be Used—Its Relation to "the Gang"—Space Economy.

The right sort of equipment is of course desirable. In almost any city that has experimented along this line a supply of expensive experience has been acquired. There is no real need for others to fall into similar errors.

One rather common mistake has been to put up apparatus that looked good or that seemed desirable in theory, instead of installing the material that was known to be serviceable and that experience had shown would be put to use. It is not wise to equip a playground or gymnasium with fancy apparatus that seldom gets used. It is always better economy to have apparatus wear out than rust out and fall to pieces in disuse.

Another mistake has been to place full dependence on apparatus "home made." This is usually done because the prices of the playground equipment companies seem high—too high to meet the small appropriations of money available. Committees too often forget the old adage about "penny wise, pound foolish."

Unquestionably some parts of playground equipment can be made at home, by local carpenters and blacksmiths and others, and give satisfactory results. The point of this reference to the matter is that it is well to be sure the "home made" method is really the best and most economical in the long run. It seems a reasonable business proposition that the equipment houses will quote as low prices as they can for reliable material, because they expect business and are likely to realize how unlikely they are to get continued trade if they supply poor material.

More than one playground committee has saved five dollars on a giant stride, let us say, only to lose twenty-five dollars a year or two later when the stride had to be elaborately repaired or replaced.

Good material, well made, adapted to the conditions under which it is to be used, and properly installed, is from all points of view most desirable.

But true as this is, it is also true that in some cases the made-at-home, temporary, make-shift, cheap equipment makes possible a start of a local playground agitation that might never come or be long delayed if the agitators waited for a more complete and more costly outfit.

There are just two things to be accomplished by an outdoor gymnasium, with special reference to "the gang," the group of almost-men to be found in city tenement districts and on town street corners. The apparatus may be so placed in one fenced in enclosure that it can be readily and effectively controlled and so destroy the influence of the gang by such control; or it may be scattered in different parts of the playground so that the gang doesn't want to use it. By the first method the gang or the neighborhood group, to use a softer term, are given full opportunity to use the apparatus just so long as its members will submit to recognized supervision and discipline, and not fifteen minutes longer. By the second method the pieces of apparatus are so widely scattered that the gang is put to inconvenience to maintain its organization and hence it is not often maintained. The gang is a gang only so long as it hangs together. The individual members of most any gang are often, perhaps usually, exemplary young men so long as they are by themselves. The change for the worse comes when the units are grouped and the bad elements mingle.

Apparatus well planned is an economizer of space. There is no better way to provide for large numbers of children. Eighteen boys want an acre lot in which to play a single game of baseball. Eighteen boys can be kept busy on a lot 18 by 20 feet if it is equipped with the proper apparatus and an instructor is at hand.

An outdoor gymnasium or playground that is to be used at night (and for the benefit of the men such places will be mostly used after dark, after working hours), must be well lighted. Well lighting an outdoor space is not always such an easy matter as a novice might suppose. Putting up a lot of lights is not the whole idea. Centralized arc lights have been found by experience to yield better results than scattered smaller lights. That is, the arc lights should be put up in groups of two or four, more or less according to local conditions, in such locations that the light will be shed evenly and brightly on the grounds to be used. Small lights scattered all over the lot will not usually provide satisfactory illumination anywhere. The grouped arc lights may be supplemented by smaller lights at otherwise dark spots if desired.

The problem of what sort of apparatus and equipment is practically desirable is important. Joseph Lee has written on this point as follows, with special reference to the full grown playground that is more than just a make-shift:

"Besides the schoolyard, two other kinds of playground must be provided, preferably combined at the same point—the outdoor gymnasium and the ball field. These should, if possible, be combined with one of the schoolyard playgrounds—or with another playground of the same class, intended for the little children—and also with a space where the bigger girls can play really lively, romping, and exciting games. They should, in short, be family playgrounds, including benches and bleachers for the fathers and mothers to look on. They ought to include, also the school gardens of the neighboring schools, and be otherwise, by means of flowers and shrubs round the edges, made to look a little less hideous than it is generally considered necessary for the city playground to look. But, whether thus combined or not, the outdoor gymnasium should include a playground for running games, and should have in it only such apparatus as it is found in practice that the boys actually use—a necessary caution inasmuch as the fact is sometimes overlooked that apparatus, however scientifically devised, does very little for

This view shows a frame with apparatus in use of the same type as that of illustration "C," page 8.

Ten thoroughly happy youngsters and two not quite so happy. An illustration of the baby swings

the development of the children if they cannot be induced to go near it.

"The apparatus which they will actually use is principally that in the use of which the element of falling comes in—for instance, tilts and teeter ladders, sliding poles and coasts, swings, trapezes and traveling rings. Swings and perhaps tilts should be left out where boys past the strenuous age of 10 are being provided for. Besides the sensation of falling, what the middle-sized child, especially the middle-sized boy, particularly wants is a chance to do stunts—to show how great and brave, accomplished and generally enviable he is, and how much more so than any other boy. Partly for this reason, horizontal bars and flying rings should be provided; vaulting horses are good, and parallel bars permissible; and there should be a reasonably soft space of tan bark for tumbling—not merely of the casual and involuntary, but also of the more deliberate sort. This affording of an opportunity, by apparatus and otherwise, for the performance of difficult or dangerous feats—for doing stunts—is one of the chief functions of the playground because such opportunity fills a place in the boy's nature the filling of which is a necessity not only to the happiness of the boy and the peace of the surrounding neighborhood, but also to the boy's true education, in which it supplies an essential part.

"If the boy does not do daring things and does not measure himself against other boys in games and contests, he will never grow to be a man. The chance once missed will never come back to him. That is why our system of education must include an opportunity for the doing of difficult and dangerous feats. Tiddledewinks is a good game but the real moral food of boyhood is made of sterner stuff.

"Another thing that a boy must have is games; and for this reason a ball field is an essential part of our educational plant—for in America when we say games we mean practically the game of baseball, with football looming up as its autumn counterpart. The necessity of games is, first, because the standard of effort and of attainment reached by boys in their games is higher than is held up for them, or can successfully be held up for them, in any other pursuit. The discipline is severer than can possibly be elsewhere attained."

CHAPTER VIII.

APPARATUS FOR THE PLAYGROUND.

What is Needed—Some Lists—Ideas of Cost—Various Appliances That Have Been Found Good and That Will be Used.

There are so many types of playgrounds and so many sets of local conditions that only suggestions can be given in such a presentation of information as this chapter contains. There is practically no limit to the amount, variety and cost of apparatus that can be put into a playground. The following lists and illustrations indicate something of the wide scope for the equipper's selection and the possible elaborate outfit for which good use may be found.

On the other hand a very serviceable outfit may be put in for as little money as $50 and be made to serve several hundred children. Of such nature is this equipment which is used in a vacation school yard in Providence, R. I.:

Three-bar horizontal and vaulting bar with gas pipe bars of graded heights, one bar of which may be adjustable. Supporting posts of chestnut or locust wood. Should not cost over $10.

Ten-foot double swing frame with triangular ends braced and two swings, or one swing and a pair of rings. Cost $10 to $12.

Children's six-foot swings with 2 or 3 canvas scups for little children to swing in, or even to sleep in. Should be in a shady spot or have an awning. Cost not over $12.

Seesaws; wooden horse 33 inches high with two 14-foot boards.—Two or more should be provided. Cost $4 to $6 each.

Sand-box or boxes. May be long and narrow rather than square, which, according to Providence's experience, gives greater available play space.

Basketball goals. May be placed on buildings or trees, but where these are not available temporary stands should be provided, as illustrated in Chapter XIX.

An outfit of this sort may be installed for $50.

From this very elementary list it is possible to go to the limit of one of the Chicago South Park playgrounds where

all necessary apparatus and equipment for men, women and children was installed at a cost of approximately $4,000, two-thirds to three-quarters of this expense being for pipe frames which can generally be built locally, following the specifications of the architects or those who furnish the apparatus and equipment, as they understand conditions of use.

Roughly speaking, it is possible to equip satisfactorily an average playground and outdoor gymnasium, with material for all necessary work, using manufacturers' goods, for from $500 to $1,000. These figures are, of course, only suggestive. Any of the concerns making a business of equipping playgrounds will gladly provide estimates and detailed information.

The approved equipment for school yard and municipal playgrounds in Philadelphia, with cost, is as follows, the apparatus being listed in the order of usefulness to the greatest number according to the approval of the supervisor of the department:

For School Yard Playgrounds. For children under six years.

Sand bin 10x30 ft.; cost of frame $15; frame with uprights to support awning cost $35; awning cost $15, sand $15.

Sand buckets and shovels, five dozen to a playground; cost $1.07 a dozen for both.

Bean bags, 5x5 in. weighing 4 ounces each, 5 dozen to a playground; cost 60 cents a dozen.

Low benches, 1x4 ft., one dozen to a ground; cost $2.25 each.

For children six to twelve years.—

Giant strides, 1 for girls, 1 for boys, consisting of 16 ft. 4 in. of steel pipe, 8 ropes with 3 knots each, each rope having at its upper end 1 foot of chain; cost $25 each.

Horizontal ladders (2) adjustable in height from 4 ft. 6 in. to 6 ft., made of wood with supports either wood or pipe frame; cost $30 each.

Swings with 4 seats each (2) made of gas pipe frame with manila rope, 9 ft. high; cost $40 each.

Tether poles (4) made of gas pipe pole with 4 wooden paddles; cost $4 for complete tether set.

Basket balls (4); cost from $2.75 to $4 each.

Playground base balls (2 dozen for the season) soft ball regular size with light bat for the boys and paddles for the girls; balls cost $6 a dozen.

Teeter boards (2) for the smaller and younger children 6 to 7 years old; boards 13 to 14 ft. long on supports 20 inches high; cost about $5 each.

Jumping ropes, 2 dozen short and 2 long ropes for the season.

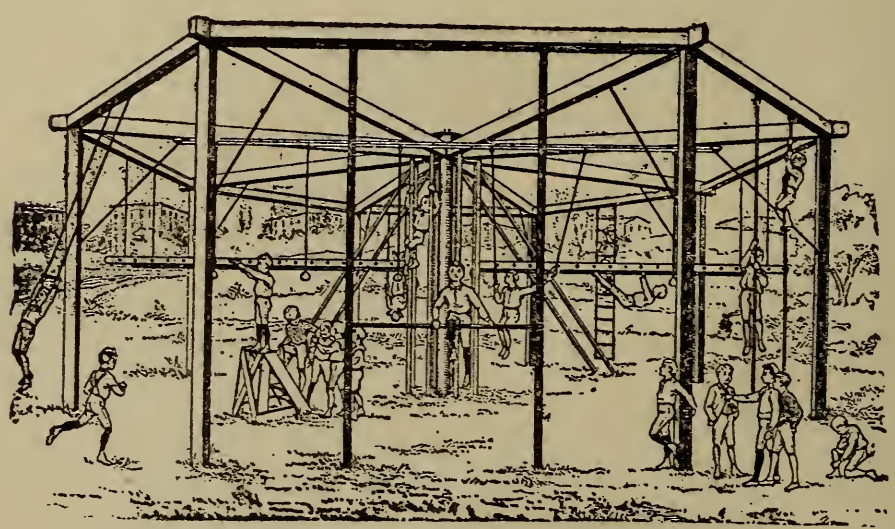
For the Municipal Playgrounds the approved plan calls for a shelter house or pavilion with toilet arrangements, storeroom and if possible shower baths; a wire fence around the grounds with a hedge or shrubbery on the inner side; a running track between the girls' and boys' sides with facilities for jumping and an open space about 60x150 ft. for miscellaneous games.

For girls and young boys, apparatus is needed as just outlined for the school yard outfit with the following additions: traveling rings, swinging rings, seat swings (2) 12 feet high with 4 seats each; giants strides (2); tennis courts (2) when feasible.

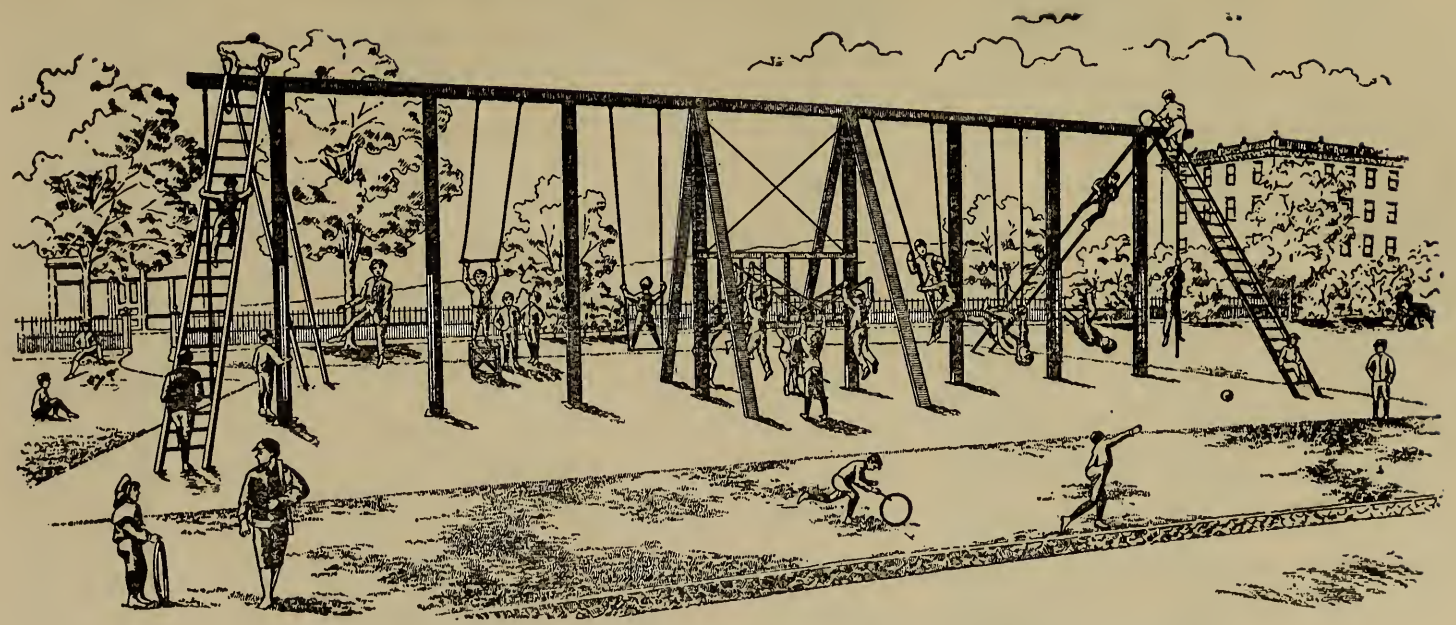
For the older boys the following apparatus is needed; traveling rings, swinging rings, horizontal bars (2) adjustable for height, 1 full sized base ball diamond and 2 smaller ones; 2 tennis courts when feasible.

The foregoing details concern the equipment approved for Philadelphia school and municipal playgrounds, the plan being followed wherever possible.

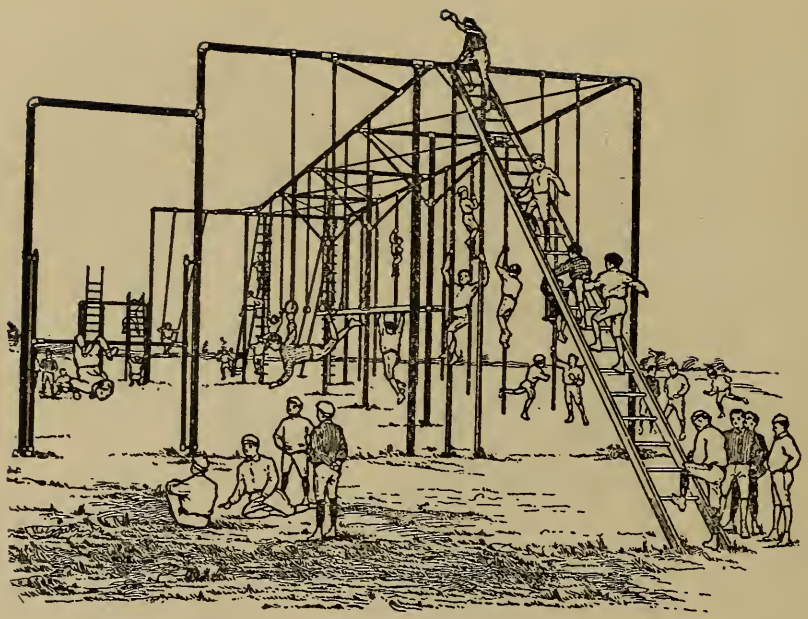
To shed further light on what sort of apparatus is made, the following drawings are presented. These are all standard pieces of apparatus, in actual use in playgrounds.



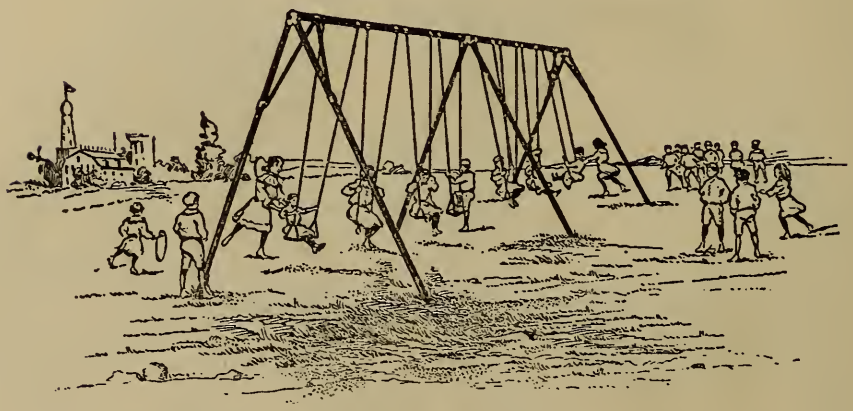
Lack of room sometimes prevents a frame to occupy much ground space. In New York City vacation schools the hexagon shape is used, with apparatus attached on all sides, with good results. This frame may be made of wood or iron.



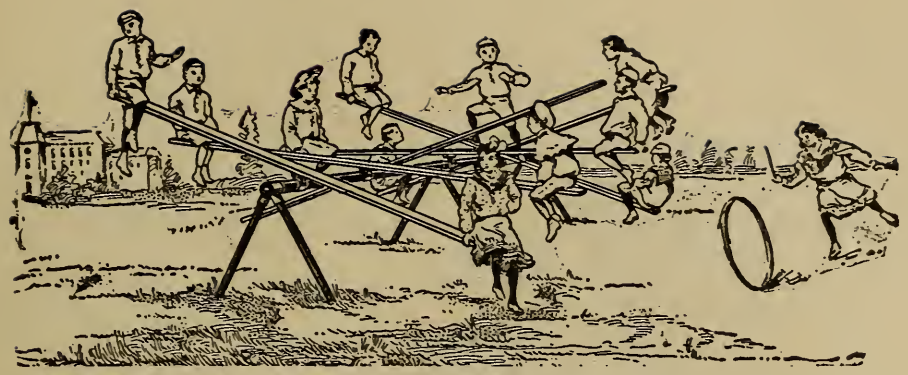
A wooden frame of cheaper character. This style, which is a standard, can be lengthened or shortened as much as desired.



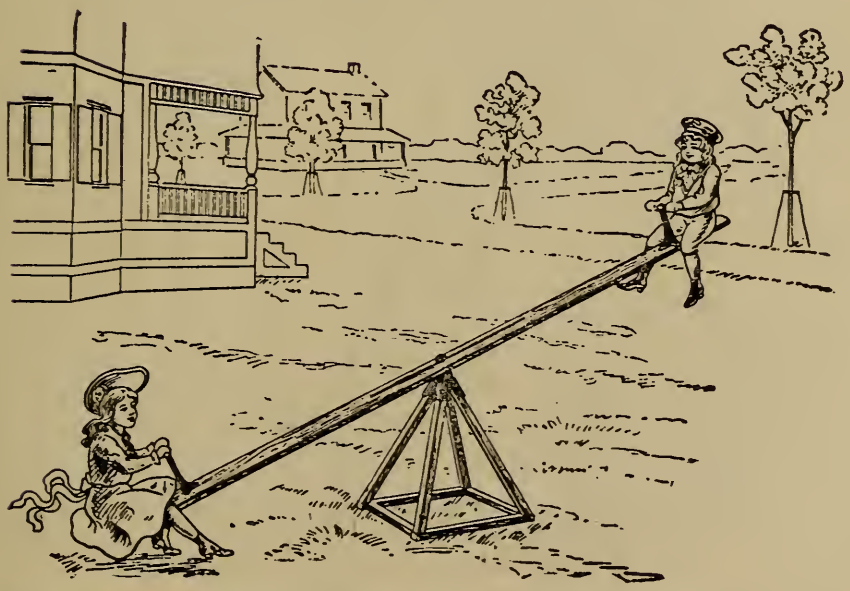
A smaller frame to fit a more restricted space, showing the apparatus in use. The opportunity to climb ladders and slide down poles is appreciated by the children of both sexes, although the illustration shows boys only. This frame is at Germantown, Pa.



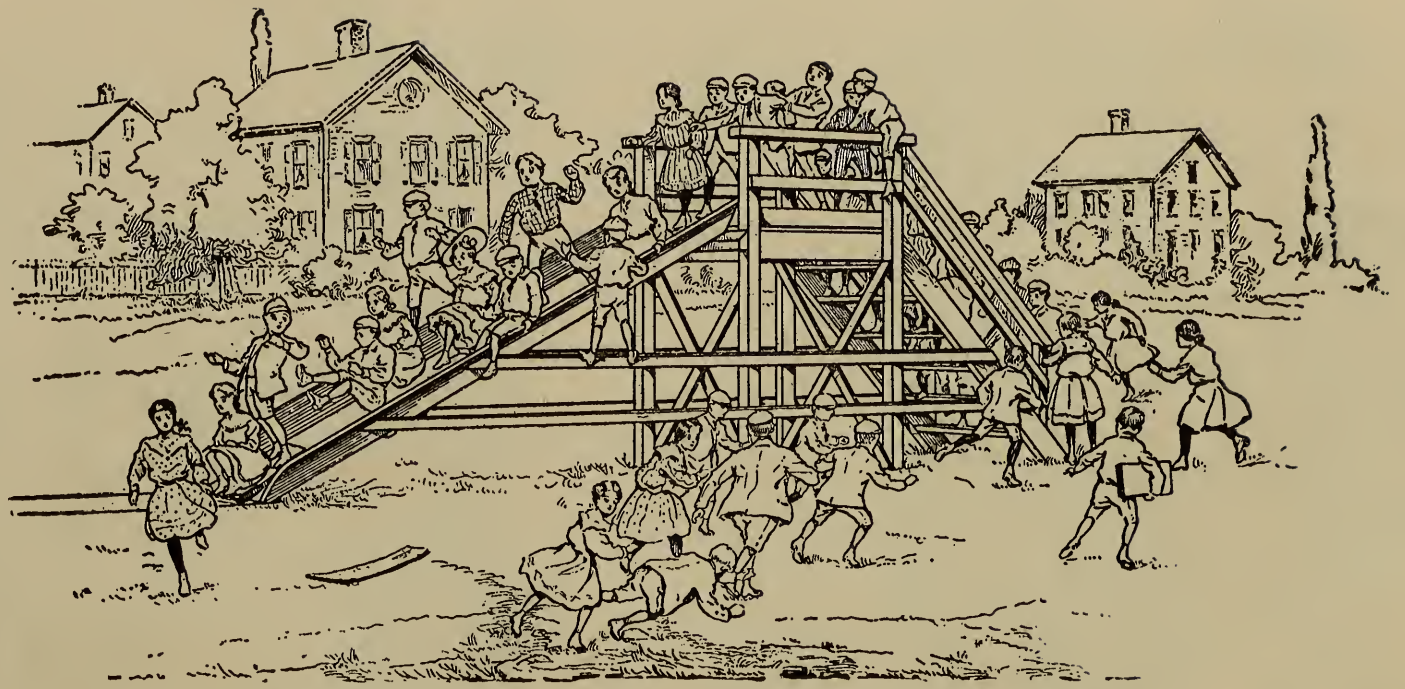
In this drawing is shown a long lasting type of swing frame, simple and safe. Additional sections can be put in place as desired. The triangular construction of the frame obviates the necessity for deep foundations, the pipe frame being secured to a plank buried one foot in the ground.



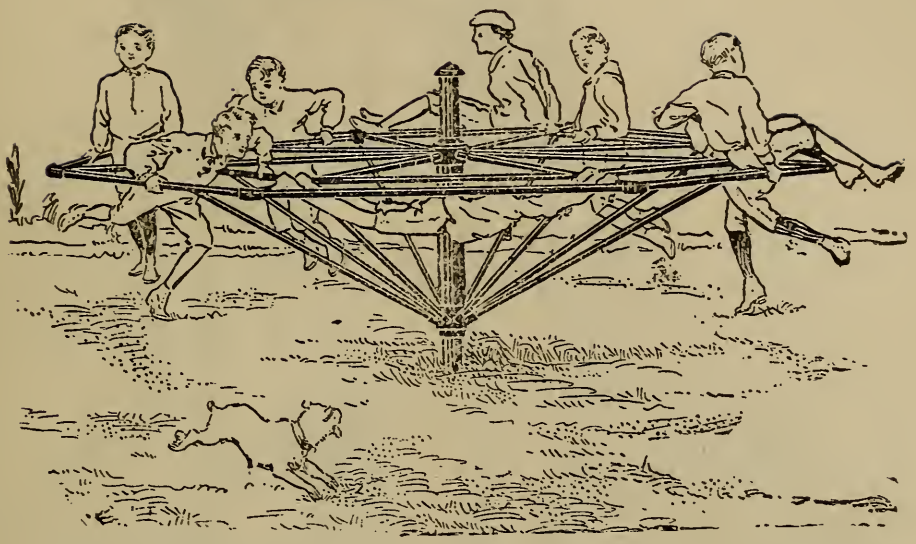
Every small boy and girl approves the see saw, whether in a playground supplied by a city or in the yard of a new house where the carpenters have left their planks and saw horses handy. In the manufactured see saw, shown here, the plank does not slip off at awkward moments, but is fastened at the center to the support, so it cannot turn to the side nor hit the others.



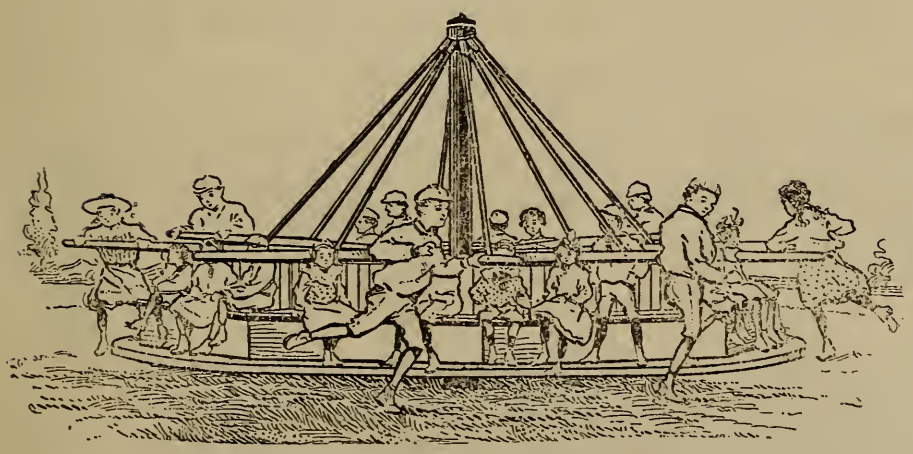
A simpler form of see saw, used at home as well as in school yards.



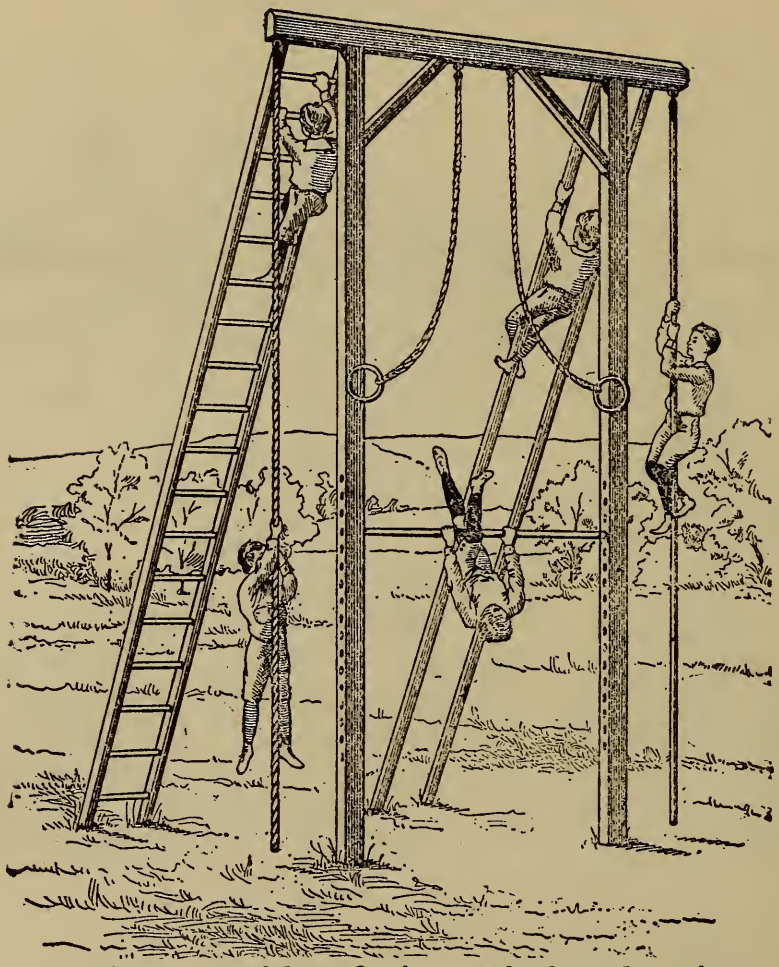
No printed words are needed to indicate what this is nor what it is for. No boy or girl in normal condition will need to be introduced to it, once it gets a place in a playground. It is good twelve months in every year.



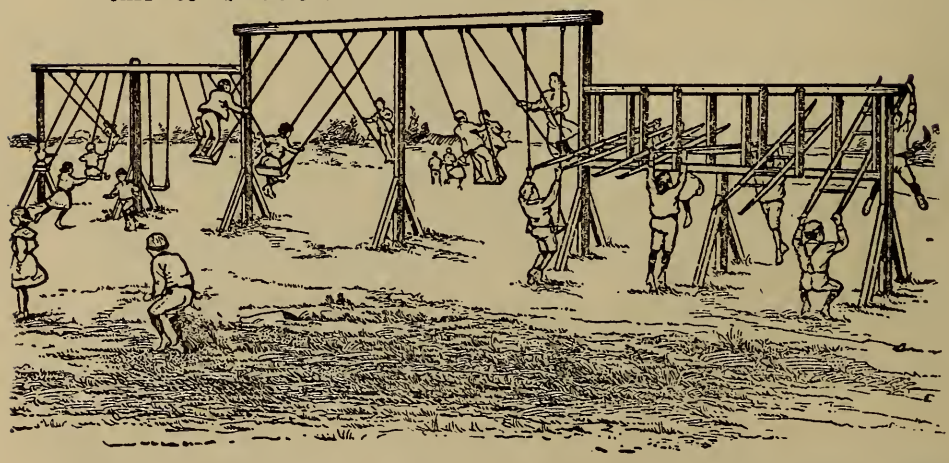
The merry-go-round is full of fun for the children and good to look at for the older folks. It will keep a lot of children busy at one time. Invented for playground purposes by Tehurdore Worth, formerly superintendent of parks at Hartford, Conn., this is at once the most expensive simple piece of apparatus and the greatest economizer of space. Eighty children have been known to use it at a time. It can be operated in a space 20 feet square, thus allowing 5 feet per child.



The Circle Bar suggests interesting possibilities at once. It may need an attendant to make sure its use is not abused but it is desirable piece of equipment.



This is a useful outfit for a school yard or for a private back yard, where space is limited or there are not many children to use it. A boy at home with a chum or two can get a great deal of fun and real benefit from this combination.



A modest equipment for a small playground is indicated above. This type is common in Boston neighborhood playgrounds. In this combination six short and six long swings and six teeter ladders are provided. Often a desirable addition to this equipment is made in the form of two or more see saws.

CHAPTER IX.

A RECREATION CENTER FOR A TOWN.

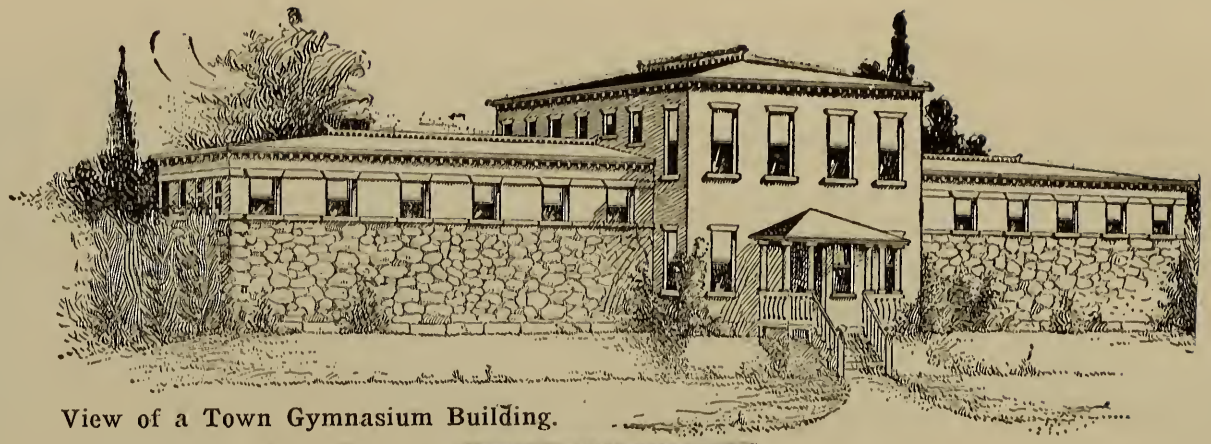
Gymnasium, Playground, Baths, Athletic Field—May Have Small Beginning and Grow Systematically—Estimates of Cost.

By William L. Coop.

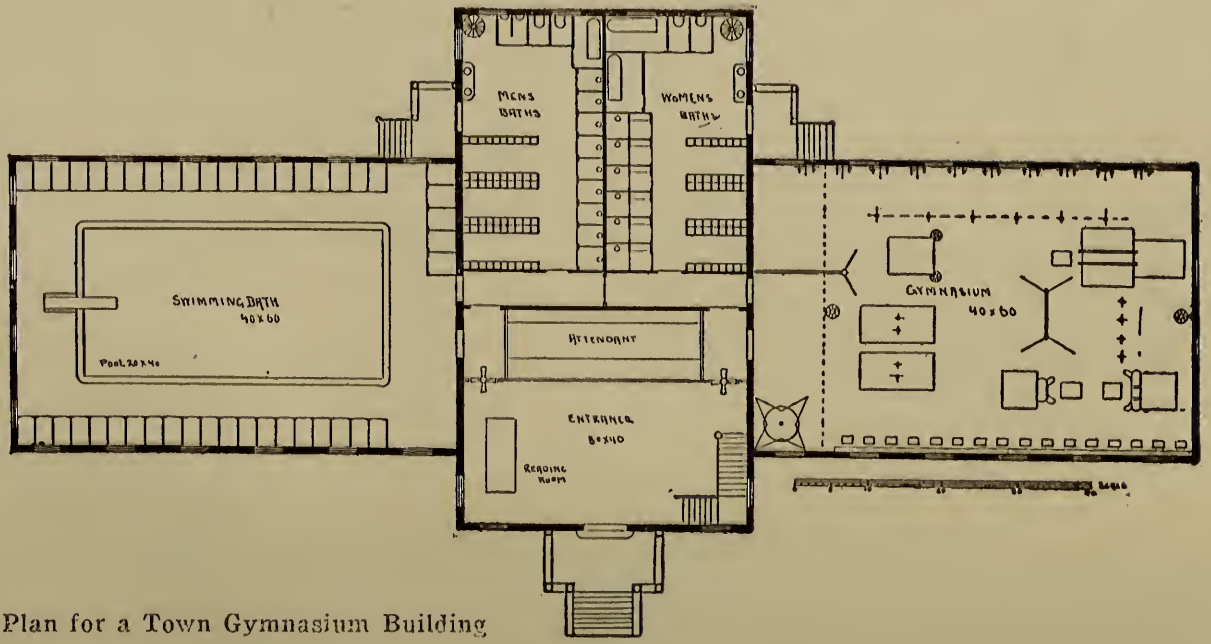
There are indications that the leading spirits in many towns of moderate size are considering some public means of gymnastics or recreation; not, to their own minds, clearly defined. To offer a progressive and comprehensive plan that can be started at a moderate cost and added to as circumstances permit, is the object of this chapter, which illustrates and describes a gymnasium and playground suitable for a town with a population of from one thousand to five thousand.

The gymnasium building, which is the focal point of the scheme, is shown in the perspective and in the plans. The center or body is 40 x 70 feet, two stories high and a basement under the rear half. This latter may contain the heating apparatus for the building and the baths. On the main floor is shown the entrance or administration room which controls the entrances to the entire building, including the wings and the playgrounds. This should also be the social room, the megaron, or gathering room; it should have a cheerful fireplace and tables with books and magazines. In some places the public library might be in this room in charge of the same attendant.

In the rear of the entrance room are the bath and locker rooms, arranged to connect either with the hall above, or the wings, and with the playgrounds, used in warm weather. If this central building is built first, the hall above, 40 x 70 feet, could be fitted as the gymnasium, the equipment being as shown in the plan of the right wing, which has the same dimensions.



View of a Town Gymnasium Building.



Plan for a Town Gymnasium Building

Later the wings might be added and the apparatus transferred to one of them and the hall used for social gatherings or separate gymnasiums for women and men. The indoor swimming pool, while perhaps the last to be added, will be the first in popularity all the year round.

Mill or slow-burning construction should be used for all the buildings, both on account of cost and lessened fire risk. The central building might cost from $1.50 to $2.00 per square foot, or from $4,000 to $7,000 according to materials used, cost of labor, etc. If well designed it will present an artistic appearance. The wings should cost much less, no excavation being necessary. These could be built of field stone or boulders, up to the window line. Cement concrete would be well adapted to the rest of the building, except, perhaps, the upper story, which could be shingled on the sides. Flat roofs would be economical and desirable for many reasons.

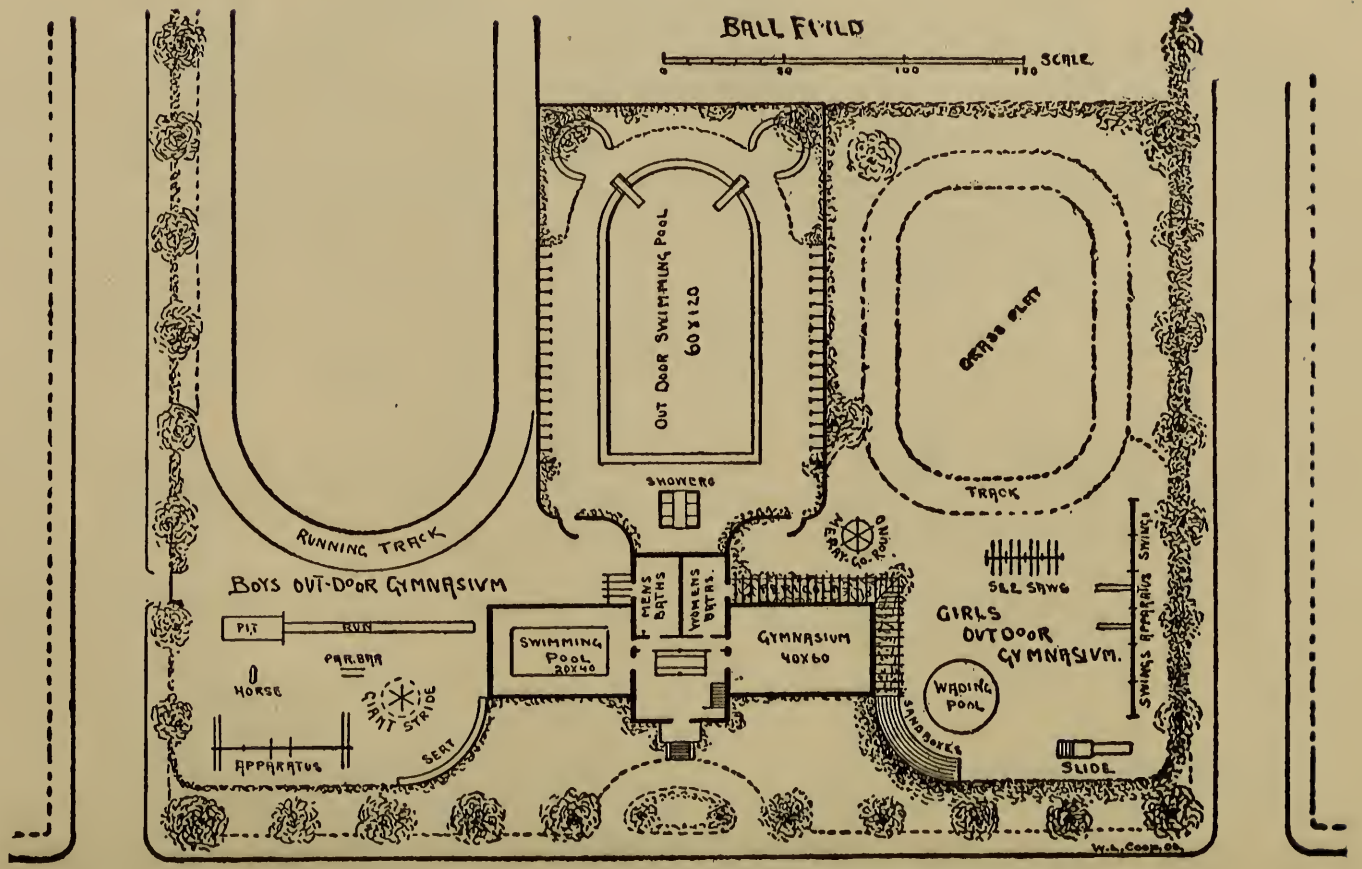
The bath and locker rooms may be connected by a passage to either gymnasium or the swimming pool, and the entrances are always under the control of the attendant at the desk.

An indoor gymnasium would be very incomplete provision for recreation in the summer time, and as land in small towns is not usually high priced the gymnasium should be made the playground center, using the same baths, lockers and facilities for control.

The playground plan is suggestive and could be modified to suit space or other limitations. It should provide the three main features shown, i. e., a playground for girls and women, separated and screened from public view by shrubbery; an athletic field for boys and men, and an outdoor swimming pool for all to use.

The girls' playground is shown equipped with outdoor apparatus, for directed gymnastics; a wading pool and shaded sand-boxes for little ones, and a track for hoops or small tricycles, with a grass plat in the center to tumble on. The shaded pergola, around the gymnasium, is a resting place for mothers from which they can watch their little ones.

The boys' side is provided with apparatus suitable for the larger boys and grown ups; provision being made for athletics. The running track may be as large as space will permit,



Plan for a Town Playground.

generally 220 yards or eight laps per mile; the oval center being available for football.

The swimming pool provides a substitute for the "swimmin' hole," now in many towns being taken from the boys and used for other purposes. The pool should have a high fence or concrete wall and dressing rooms at the sides. It can also be connected to either the men's or women's locker rooms, and these used as dressing rooms.

A playground of this type under intelligent supervision should increase the physical and general health of the young people of any town and amply repay the investment.

The following estimates show the cost of carrying out the foregoing plan, except the land, whose cost can be told locally:

Central Building—40 x 70, 2 stories high, with basement under rear half.....	$4,000 to $10,000
Right Wing—for Gymnasium, one story...	2,500 to 5,000
Left Wing—for Swimming Pool, one story	2,000 to 5,000
Both buildings to be built in slow burning or mill style of construction with brick or concrete walls or flat roofs.	
Indoor Gymnastic Apparatus.....	500 to 1,000
Indoor Swimming Pool—of cement concrete	400 to 500
Lining pool with porcelain tile	800 to 1,000
Dressing Rooms—for swimming pool (40)	200 to 400
Lockers for baths (200).....	600 to 1,000
Shower Baths—including partitions and plumbing	300 to 800
Heater—for baths and building.....	400 to 600
Outdoor Playground Apparatus.....	500 to 1,000
Outdoor Swimming Pool—(60 x 120), concrete	1,800 to 2,400
Excavating for swimming pool.....	400 to 500
Outdoor Dressing Rooms (36).....	150 to 250
Cinder Track—(15 feet wide)—including excavation per running foot.....	3 to 5
Grading, fencing and shrubbery, according to locality and amount of work done.	300 to 1,000

CHAPTER X.

PLAYGROUNDS IN WASTE PLACES.

Unused Roofs and Backyards—Dumps—Made Land—Recreation Piers—The Sky-scraper Idea Where Land is Expensive.

One way to get a playground is to buy some acres of land in the suburbs of a city, equip it and get the children and others to go to it. An example of this policy can be found in many cities. There is an example in Toronto, Canada, where there are "fine athetic fields in the suburbs, but they are a long way off. Lots of little fellows in the center of the city and congested districts who have gone out to those places have been so tired that they have not been able to enjoy themselves, and then they have had to trudge all the way back home again. We ought to have, right in the heart of the city, even if land is valuable, small playgrounds properly equipped and supervised where the children can play to their hearts' content."

The foregoing words are quoted from an address by J. J. Kelso, the Toronto superintendent of neglected and dependent children, before the members of the Empire Cub and the Guild of Civic Art. The facts outlined apply to any city; car-fares do not grow on every family bush or the small boys might ride, where there are means of transportation. But even so, not a great many normal boys are inclined to waste half an hour or more of precious time getting to play space, and as much more getting back. It is not the "spirit of the age."

So let us consider another way to meet the situation. This is to plant a playground right in the midst of the people who ought to have it. This is the way, the very best way, if real good is to be done. To be sure, as the quotation has just expressed it, land is valuable, but so, too, are young lives

"Cities and societies are beginning to realize that back yards frequently have some attraction for boys, but also that they have their limitations in the variety and quantity as well as the persistency of the game. These yards in large cities in most cases have the sunlight, moreover, during only one or two hours each day."

A cheap and useful form of shelter, being a movable sheet of canvas, one end secured to the beam on the left and the other end drawn over the support as shown at the right of the illustration.

and future efficiency valuable—too valuable to be blighted unnecessarily.

But there are many instances where even expensive land is not to be had and often costs a really prohibitive figure if purchasable. Modern ingenuity finds a way around. Nowadays most buildings have roofs that are pure waste space, space that ought to be kept busy. This fact is being recognized by the real estate people in the large cities and the roofs are being used for various forms of open air purposes, which is an excellent sign of the times in one sense. In another sense it points to the day when even roofs will not be available for playgrounds.

At the present moment the roofs are available. A roof of a factory in a crowded part of a city could easily become a breathing spot and more for the people in the neighborhood, at no great cost to anybody. A school house roof is an equally good place. Even the roof of a tenement or apartment house can become a private playground, at least for those who live there.

All these plans have been carried out in various places. The number of roofs properly equipped and made use of ought to be multiplied 100 times. Modern city school houses are now built with the intention of using the roofs for playgrounds and open-air gymnasiums. There is no reason why private houses and all hotels (as some are already) should not be planned in the same way——that is, houses with flat roofs. But even a small house with the familiar pitched roof can have some space for open air use (and outdoor sleeping, perhaps) if only a roomy piazza opening from an upper story, or a flat roofed ell fenced or screened and floored for use.

Backyards offer a real field for extension work. Thousands of backyards, small and unattractive as many of them are in cities, can nevertheless be made of service as playgrounds without much trouble, little expense and a vast deal of real pleasure and physical as well as social and moral benefit to those who should be users thereof.

"In the city of New York children play on the roofs of the schools, in the cool basements, and in the smoothly paved school yards. They have outdoor gymnasia in vacant lots

and one under the end of the Brooklyn bridge. Several of the great piers, at which steamers unload their cargoes, have upper stories roofed over and open on the sides for the cool air from the water to blow through; making fine playgrounds that are filled with children and their mothers from the hot, narrow streets nearby, all summer long."

In Boston America's first formally named municipal outdoor gymnasium or public playground in our modern conception of the idea was made from a strip of undesirable land along a river's bank, and has since been in charge of the Park Department. Of course there was the historic Boston Common, which like other commons dating from the colonial period was designed to be use as a sort of playground; that is a place for public recreation. Boston Common has always been partly devoted especially to playground purposes and is today in such degree that an effort was made recently to have the space devoted to that purpose doubled. Generations of boys have found here their main chance to play baseball and to some extent football, quoits, etc., without supervision in any form since it was set apart in pre-Revolutionary days for boys to play ball on, "and even a British general could not find it in his heart to deny them that privilege.

"But twenty years ago the city of Boston made a playground that was more than an open lot on which boys might play ball. A celebrated firm of landscape architects laid out a running track nearly a quarter of a mile long, and built a house in which were baths and lockers for the boy to keep his clothing in; and Dr. Dudley A. Sargent, Harvard College gymnasium director, who had not forgotten what he liked when he was a boy, designed iron frames with ladders, swings, teeters, climbing ropes and poles; in fact, an outdoor gymnasium. At the other end of the pretty park on the Charles River, where this outdoor gymnasium was placed, they made another playground for girls, with frame with apparatus, merry-go-rounds, swings, and lots of things that girls like. There were sand boxes for the little ones, and a very pretty running track with grass in the center to tumble on, and sheltered seats for mothers to sit and watch them;

all surrounded with beautiful flowering shrubs and tall bushes."—(W. L. Coop.)

This is a general description of the credited birthplace of American playgrounds that included means for physical training, all growing out of efforts by far-seeing individuals who realized what could be produced on a lot of almost waste land in one of the then most unattractive parts of a large city.

Another plan, proposed several times but not yet carried out, is the erection of a several storied structure mainly of steel frame and much glass, in which could be all sorts of means for recreation and the physical welfare of individuals of all ages, all the year round. One such plan called for a seven-story structure, each floor devoted to a special purpose and the roof screened and made serviceable also. In pleasant, warm weather the windows opened would make it practically a great recreation center in layers—a fully equipped playground, gymnasium and school of health stood on end. The idea is good enough to be given a real trial in some large city where land costs more money than city treasuries want to spend.

Twelve acres of new playground land was acquired in one year in Boston by filling in a salt marsh, making waste land useful. This method has been extensively adopted in that city for many years.

In remodeling an addition of one of the buildings of the Roosevelt Hospital in the center of the hospital grounds in New York City, in the summer of 1908, provision was made for a roof playground for children under treatment in the institution.

A plan was proposed by the charity workers to have a state law passed in New York, that tenement houses thereafter constructed should have the walls carried three feet four inches above the roof line on all sides so that it might be conveniently made a safe place to play.

"We are apt to think of the area covered by a house as if it had been annihilated," says Joseph Lee. "We must learn to realize that there is just as much of the earth's surface as there was before, only it is a little higher up."

> "The time is rapidly coming when it will be an advantage to be born and grow up in the city, because it is more healthful, more social and more ideal than the country. Tenements will have playgrounds in their back yards, where there are such, or on the roofs. We will do by the municipal playgrounds what we have already done with our buildings and streets, i.e., use each surface several times. The school building has grown from a capacity of 50 pupils to a possible 5000. The school yard will soon follow in its wake, growing upward story by story and on the top, extending over the whole building once, twice, or perhaps three times. And every playground—through cooperation—will have such supervision as shall guarantee that the children are free to play in any wholesome way, but are not free to bully and maltreat the little ones; and no playground shall be as some are at present, mere stopping places for the lazy and vicious."—Luther H. Gulick.

In Chicago 150 acres of land mostly under water or useless was reclaimed by filling with dredged material from the lake bottom and thousands of loads of dirt from other sources until Grant Park grew to a useful area of over 200 acres now beginning to assume the ornamental and serviceable aspect of the Twentieth Century park and recreation center.

An interesting experience is in Fitchburg, Mass., while this chapter is being written, showing the difficulties that may come to putting a waste place into service even when it is set aside for legitimate service.

Playground interests have often tried to get disused and abandoned cemeteries which might be made into play places, but legal complications and sentimental objections have usually prevented such plans from being carried out.

Experience in towns and cities that did not look far enough ahead teaches that an early duty of every local playground organization should be to secure accurate and detailed information of every desirable site, including the useless places such as swamps, marshes and dumps. It is feasible to get information of lots of land likely to be vacant for many years which might be leased for playgrounds in crowded centers, where no other possibility of a recreation spot presents itself. There are such lots in most large cities, even in such as New York, Chicago, Philadelphia and Boston, which are tied up for building purposes by various conditions.

In this view, taken in McLaren Municipal Playground, Chicago, croquet playing is going on in the foreground and kindergarten games in the background.

CHAPTER XI.

DETAILS OF PLAYGROUND ORGANIZATION, CONSTRUCTION AND EQUIPMENT.

An Elaboration of the General Information Contained in Preceding Chapters.

By Arthur Leland.

Now is the opportune time for the smaller of our large cities to acquire proper provisions for the play of children. Land is comparatively cheap, with values steadily rising. The large cities, Boston, Chicago, New York and others, have shown the absolute need of playgrounds; such a need that land in some of these cities has been acquired at a cost of a million dollars an acre. But it is difficult to bring the lesson home to the smaller city.

It has been estimated that the public parks and playgrounds of New York City are worth as vacant real estate $1,200,000,000. The original cost of these sites was $66,456,000. This is good evidence that delays are expensive.

The writer aims to make practical suggestions, gleaned from his experience as supervisor of playgrounds in Louisville, St. Paul and Denver showing the needs and the best way of organizing a system of public playgrounds in the smaller of our great cities. A number of the problems that come to those who have to do with these centers of social and physical activity will be considered and, we hope, considerable practical light shed upon the questions that are apt to perplex and handicap.

THE FIRST ESSENTIAL FEATURES of a playgronud in the order of their importance are:

For Boys Seven to Sixteen: Space to be used as baseball diamond, football field and skating rink according to the season, giant-stride, shower-baths, space for athletic games, basketball, track and field athletics, traveling rings, trick rings, turning pole, trapeze, swings, see-saws, parallel bars, ladders and sliding poles.

For Girls and Small Boys: Swings, giant-strides, see-saws, space for basketball and other games, ladders and sliding poles, traveling rings, trick rings, shower-baths, turning pole, parallel bars, etc.

For Little Children: Shade, sand boxes, big wooden blocks the size of bricks, little wagons, shovels, pails, baby swings with leather seats and space for kindergarten games.

Attractive grounds, shade, toilet rooms and organized games are necessary in order to hold the children. The recreation park idea of the playground is the ideal but its full completion requires four to ten acres of ground.

The playground should be built with a view to future enlargement, upon a block which has vacant land opposite or adjacent. The playground must have a baseball diamond. The space given to it in the plan is a very meagre allowance, only a three-quarter size diamond, upon which only boys under sixteen can play, using balls which are not very lively. The rest of the playground must be protected from the batted balls by a high fence. Occasionally balls will go out in the street.

A playground without a baseball diamond will be used almost entirely by girls and boys in kilts dur ing the baseball season. Any vacant lot within ten blocks, where baseball can be played will be more attractive to the boys.

In a suggested plan the ground is graded level with the exception of the baseball diamond, which is lowered two and one-half feet, draining to the center where it is connected with the sewer. The banks on the sides make possible a skating rink in the winter and make baseball much safer in close quarters. Outside the baseball diamond is an eighth of a mile running track; then a grassy slope to the upper level. The borders around the grounds are a few inches higher than the play space and covered with turf. Lilacs are grouped in appropriate places. Along the front of the grounds is a buckthorn hedge, while one side has a hedge of lilacs.

The entire playground must be enclosed by a high iron post or wire fence. A cheap, efficient fence can be made of five foot standard field wire fencing, attached to pointed two inch iron posts, set fifteen feet apart with three strands of barbed hog wire on top. Its ugly lines can be hidden by training vines upon it.

If the playground fund is very small, do the grading the first year, putting in the apparatus in the order of importance. The gymnasium frame is the most expensive and least important of all.

Make the baseball diamond. Plant a few trees and part of the hedge and shrubs; sow some grass around the borders. Do just enough landscape gardening to suggest what you intend to do, and finish it later.

And don't leave out the fence.

The writer ran playgrounds three years in St. Paul, where the playground committee do not believe in fences. Experience says it can be done, but every piece of apparatus must be taken in every night. Much valuable time must be spent in watching to keep the playgrounds "closed when they were shut."

LOCATIONS:—The playgrounds should be located in that part of the city where juvenile crime is greatest. The effective radius of a small playground is not over ten blocks. Organized games will increase the effectiveness of the playground a number of blocks in each direction.

THE FIRST WORK:—The city engineer's office will give a plat of the land showing the exact size, grades of the streets, etc. If the land is much below grade and filling is scarce, it can be made a sunken garden with catch basins and sewer connections so that it drains to the center. If it is on a side hill, it should be graded so that the gymnasium and space for children's games is level. The baseball diamond and running track should be one to two feet below the rest of the grounds, sloping at a grade of four inches to a hundred feet to a point near the center just outside the infield of the baseball diamond, where a catch basin is located and connected with the sewer. The man-hole should have two covers, one to drain the field in the summer time and the other without holes to be used when the field is flooded.

After the land has been graded, a water system should be installed. Street washers should be placed about 100 feet apart over the space which is to be watered. Care must be taken not to have any of these project above the surface in the baseball field, as they will cause accidents.

A hose connection can be put inside the manhole in the center. Home plate can be put over a box in which a hose connection is placed.

PLAYING SURFACES:—For the baseball field a good closely cropped turf is best and is practicable in a clay or loamy soil. If the playground is built of sand, six or eight inches of black dirt must be spread over it in order to make a lawn.

Three or four inches of coarse cinders, well packed and covered with one inch of cinders which have been run through a half inch screen will make a hard surface over a sandy bottom. If equal parts of screened cinders and good clay are mixed together, dampened, spread one inch thick over a layer of coarse cinders and well rolled, an ideal playing surface will be made for the athletic field, the running track or any part of the playground; such a mixture packs well, is springy, does not get dusty in dry weather and can be played on in the rain.

If there is a grass athletic field, the baseball runways and other much used parts of the diamond should be made of clay and cinders. About two

parts of coarse sand and one part of good clay mixed give somewhat the same effect as screened cinders and clay, and if available can be used to good advantage for running tracks and walks. Coarse cinders rolled and covered with two inches of spent tan-bark make a very artistic and appropriate surface for the basketball court and little children's playground.

Under the gymnasium, parallel bars, turning poles, see-saw and jumping places, fine, soft sand should be spread about a foot deep. Such a covering requires no care to keep it soft and it does not blow away. The giant-stride and swings must have very hard surfaces under them or in a few weeks great holes will be worn in the ground which will be filled with water every time it rains. A strip of cement side-walk about three feet wide under the swings works like a charm. About the best thing for the giant-stride is a bed of screened cinders mixed with clay spread eight inches deep and packed solid.

POINTS FOR COMMITTEES:—The playground movement is so well advanced that it is not necessary for the city which has none, to go through the painful process of experimental playgrounds carried on by private organizations and maintained by private subscriptions. Such experimentation is apt to turn out with indifferent success. I have in mind the experience of St. Paul. The woman's club conducted a playground for two summers; on account of the lack of supervision it became a loafing ground for toughs at night who undid any good which the ladies did in the daytime and later when municipal playgrounds were planned it was thought best not to let anyone know about previous efforts.

The movement has reached such headway that it can be taken up immediately as a municipal matter; for example, the playgrounds in Denver were the result of one of the Park Commissioners, W. H. Downing, reading an article in the "Review of Reviews" upon the Chicago South Park playgrounds; he induced the mayor to read the article which so impressed him that he made an appropriation of $5000 to be expended for playgrounds by the Board of Park Commissioners.

The South Park System was the result of the Chicago investigation of the Charlesbank outdoor gymnasium in Boston, this leading to the desire to emulate and excell. After study and investigation the present plan was submitted to the people and they voted to give the commissioners power to issue bonds for $5,000,000.

However, every city may not have a mayor like Denver or Park Commissioners like South Chicago or Denver. The people want playgrounds when they know about them. You may have to make them ask the administration for them. The best

A peculiar style of buildings and shelters adopted in playground No. 1, Los Angeles, California. The building with the window, at the right of the illustration, is the superintendent's bungalow. The light structure just back of the seesaws is a shelter.

way to operate is to make an organization, the parent of the movement. The woman's club, civic league, juvenile court association, social settlement, board of directors—almost any charitable or philanthropic organization which can be interested will do. A joint committee selected from each ought to make a fine working body. The Commercial Club, Board of Trade, Chamber of Commerce, local improvement associations, ought to be interested and represented on the committee.

Public sentiment must be created. The newspapers will be glad to devote space to well written articles to be published with pictures showing what is being accomplished. Take some city about the same size as your own for example. You must show the needs of playgrounds in your city. Have committees tabulate the amount of play space available in different districts. Washington, D. C. has been successful in such investigation. Find out also how the children of different parts of the city spend their spare time when out of school. Secure figures showing the differences in juvenile crime in crowded districts, and the parts of your city which have plenty of play space. Publish all the figures in the Sunday papers and prepare a pamphlet for general ciruculation. Have the paper publish editorials on play and the need of facilities for play. Quote Pres. Roosevelt's views on playgrounds, (see "American Gymnasia," March, 1907.) Have prominent people write letters to be published in the papers. When the public is warmed up to the subject secure a big free public lecture on playgrounds by Luther H. Gulick or Jacob Riis of New York, Joseph Lee of Boston, or W. H. Routzahim of Chicago. If you cannot get any of these, the American Civic Association, Philadelphia, has a department of lantern slides which one of your local speakers can use in preparing a talk. See the trade unions and political clubs. Have as many different interests see the city officials as possible. They will do most anything *for votes*. If you get enough votes back of playgrounds they will appropriate money for them. (As an example: Political ward leaders in Boston find that if they advocate playgrounds and gymnasiums for their wards that their personal prestige is much advanced. One result is that the mayor is perplexed how to distribute the favors of this sort.)

If there is no board especially interested and if the sum appropriated is small probably the best way is to have the appropriation placed in the hands of the controller or auditor to expend as the playground committee recommends. This is the way the fund was handled in St. Paul the first year. As the movement becomes permanent, either a separate department must be created as in Los Angeles, which has a Board of Playground Commissioners appointed by the mayor. This board consists of three women and two men.

In order to make the playgrounds permanent in case a separate board is desired, the city charter must be amended making an appropriation for playgrounds; when this is done it would be well to give the juvenile court the power to appoint the board and thus keep it out of politics.

St. Paul secured an amendment to the charter appropriating $10,000 a year for the playgrounds. This was voted on by the people and carried largely on account of the electioneering done by the school children who took circulars home asking their big brothers and fathers to vote for the playground ammendment. However, they did not know that the city charter forbids the creation of any new board or a provision covering it could have been included in the Charter amendment when it was up for public approval. Finding it impossible to have a separate board created as the charter could not be changed again for two years, they decided to ask the Park Board to take the official responsibility of the playgrounds, they to be retained by appointment of the mayor in an advisory capacity. This was embodied in an ordinance and an advisory committee of three appointed who expected to have charge of the playgrounds, using the Park Board to put the official stamp on their proceedings. Now the Park Board were not particularly interested in playgrounds and declined to be official figure-heads. Nearly every advice of the committee was a bone of contention. Every matter concerning money was referred to the Supt. of Parks with power to act. Neither the committee nor its employed officer, the supervisor of playgrounds, had any power. The friction was so strong that the supervisor had to spend much of his time keeping peace between the board and the different members of the committee. Any plan of work the Superintendent of Parks didn't approve of was held up. Two years of this nearly gave all concerned nervous prostration.

The park board is best fitted to handle the question of construction and acquiring land. The school board can best handle the operation of the playgrounds, which is an educational feature. However, take the board which is the most interested and has the fewest political strings to tie to it. If politics are in danger of spoiling the string it may be best to handle the playgrounds as is done in Louisville, Ky.. The Recreation League is a philanthropic organization made up of interested people who contribute money each year. They elect an executive committee, one of the members of which is a member of the Board of Park Commissioners. The League raises enough money annually to pay the salary of a supervisor of playgrounds, the only official position paying enough salary to make it a political plum. The Park Board furnish land in the small parks and appoint a man and woman instructor at each upon recom-

mendation of the executive committee. They also make an appropriation for supplies which are purchased on approval of the playground members.

The South Park Commissioners, Chicago, are an exceptional non-political board as they are appointed by the judges of the district court. Playgrounds and park work items are equally important and practically identical. They delegate the supervision of athletics and gymnastics to a director who is an experienced teacher of physical training.

Denver is evolving a good system which ought to work anywhere. The Board of Park Commissioners have employed a supervisor of playgrounds, who is responsible for the expenditure of the playground fund subject only to the general oversight of the Superintendent of Parks and the board. He attends to details of grading, distribution, equipment, selecting and training assistants, operations of grounds as well as having general supervising of athletics and gymnastics.

The way land will be secured will depend upon the city. The best way is by a bond issue as it is a comparatively easy matter to secure a referendum vote for playgrounds. For example: the experience of South Chicago in securing $5,000,000. Louisville secured a bond issue of $90,000 for its purchase of a playground of fifteen acres in the heart of the city. The school children went to the park from all over the city near election day and made a demonstration which helped carry the referendum. The land for two other park playgrounds in Louisville was donated and one was made in an old cemetery.

I assisted in engineering a movement to issue bonds for $40,000 to purchase a park playground in Lexington, Ky. The political boss there was president of the street railroad. I secured figures from the Louisville parks showing the increased attendance at the parks when they were made into playgrounds. He gave me his support. The newspapers gave their support and the people voted the bonds. A park system has since been created from this beginning.

In St. Paul no bonds could be issued so we begged, borrowed and bought the land out of a $10,000 a year appropriation.

Another method of securing land is by local assessment. Minneapolis secured a tract of 40 acres near the centre of the city for a park and playground by assessing the benefits over a radius of ten blocks.

Denver has a city government which is showing how to make the city beautiful. Its mayor is alive to every good thing. Park and boulevard extension are all the rage. Denver has four park districts; the mayor appoints a commissioner from each one. They have power to secure land for

parks in each district by purchase or condemnation, limited only by the protest of 25 per cent. of the property owners in the district, which cover from 70,000 to 200,000 lots. The cost is assessed upon the beneficial property.

TYPES OF EQUIPMENT:—Swings, see-saws, giant strides, horizontal and parallel bars are the safest, most useful and the cheapest articles of playground equipment. The open air gymnasium with ladders, travelling and trick rings, trapeze, climbing and sliding poles, give children opportunity for development of arms and trunk and serve the psychological purpose of attracting attention to the playground; the effect is impressive. However, I have found that the interest in the gymnasium apparatus wears out. Where only a limited amount of money is available, the out door gymnasium frame may be dispensed with.

A merry-go-round, designed to be used in the playground without danger of accident, would be a most valuable feature. Jumping standards, spring boards and playground slides are also very popular. The teeter ladders and revolving see saw, or "flying Dutchman," give lots of fun, but are best adapted to large children; and then accidents are apt to happen if not closely watched.

In passing judgment on playground apparatus, the following points should be considered:

(a) Is it safe? Will it run itself, or will some one have to stay by it all the time to keep the children from accidents? The teeter ladder and "flying Dutchman" are examples of apparatus interesting but somewhat unsafe.

(b) Does it appeal to some fundamental instinct so that it will be interesting after the novelty wears off? climbing poles and ladders, for instance. Any pieces of apparatus which includes the art of falling, swinging, or gliding, conquering time and space, seem to take the place of foreign travel to the city child, and are intrinsically interesting. The horizontal and parallel bars, other gymnastic apparatus, jumping standards, etc., depend upon competition and teaching for their interest.

(c) Simplicity. The less adjustability the better from an administrative standpoint. Have different sizes of apparatus for children of different ages.

(d) Expense.

(e) Durability. In all probability the city would be liable for accidents occurring from breakage.

Playground apparatus which can stand 365 days each year, of hard service, during the rains of spring, alternating with blistering sunshine and alkali dust, together with dry heat for the rest of the year, is hard to find. Last year two complete gymnasium equipments of a standard make were purchased for use in the playgrounds of one city. It was found necessary this year to replace all the rope and wooden parts with the exception of the

ladders which are preserved by varnishing and dressing every few weeks.

During the first part of my experience as superior of playgrounds we didn't have the money to purchase ready-made apparatus, so I had to make it. After acquiring the habit it goes against the grain to pay money needed for land or teacher, for equipment which is not just what is wanted, when more satisfactory apparatus can be made at two-thirds the cost.

MATERIALS.—Wood and rope should be dispensed with as far as possible in the construction of playground apparatus, and galvanized metal wire cable and galvanized chain should take its place.

FRAMES.—The uprights and frames for all apparatus can best be made of 3-inch standard wrought iron pipe, threaded together into standard "T's," and "L's" and set in a five to one mixture of concrete. It is the custom of equipment houses to make the frames for swings and the other miscellaneous playground apparatus of 2-inch pipe, which requires special fittings and braces itself. The 3-inch pipe method of construction is, I think, cheaper and more satisfactory and requires little if any bracing.

SWING FRAMES.—The uprights should be 13 feet long, threaded at the top. Drill 1-2 inch holes respectively 6 inches and 12 inches from the bottom of the pipes, and insert through them 1-2 inch x 12 inch iron rods. The uprights are set 4 deep on a bedding of concrete or a large rock and surrounded with 18 inches of concrete. The top pipes are each 11 feet 3 inches long, joined with wrought "T's" and "L's." Each section of this length accommodates three swings, which occupy a space of 18 inches each, and are placed 18 inches apart on the pipe. A frame of this size accommodates children both large and small, requires no bracing, and if kept painted, will last indefinitely.

ROPES.—The only material I can recommend from experience is 3-4 inch, four-strand manila rope. I shall make some wire cable swings as an experiment for use this year, but am afraid the common cable will be too stiff to swing straight and too small for the children to take hold of; the flexible cable will be all right until the small outside wires begin to wear away and then there will be danger of cutting the children's hands.

SECURING SWING ROPES TO PIPE.—In order to secure the swings to the pipes, a number of special castings are required, which I will describe later. In the upper ends of the rope a wedge screw made of lead cast around a 2 1-2 inch lag screw with the head cut off, is imbedded, and then the rope is pulled into the center of the hook. At the lower end of the rope, a casting comes through the swing board extending 2 1-2 inches above it, and serving to hold the rope which runs through it and is held firm by a wedge screw, as well as protecting the rope

from the feet of the children and strengthening the swing board, which is made of 1 inch x 6 inch x 18 inch oak. I find a light board so strengthened results in less serious injury if it hits the children.

SEE-SAW FRAMES.—The frame calls for three uprights made of 3 inch x 4 feet 6 inch pipe with the bottoms drilled as for the swings and set in concrete so the top of the board will be 31 1-2 inches from the ground. The top of the frame is made of two pieces of galvanized pipe 3 inches x 9 feet. This gives space for five see-saw boards.

BOARDS.—The boards are made of good solid oak 2 inches by 10 inches by 14 feet, with the ends rounded, and 3-8 inch by 10 inch bolt put through to keep the ends from checking.

BEARINGS.—Two pieces of plank 2 inches by 9 inches by 3 feet are bolted on the under side of the see-saw board. Two castings just like the top part of the rocking joint are inverted with the ends resting on the under plank and then bolted into place; care must be taken to have the smooth side of the pipe up in order to insure a perfect bearing.

GIANT STRIDES.—Most of the giant strides on the market have too soft and too narrow ball races. As a result they run hard. The heads are usually placed too low down (14 feet above ground), so the swinger comes back to ground too soon. The ropes with which they are suspended and the little rope ladders are constantly wearing out. I have designed a giant stride head having two ball races, the lower one 4 inches across and the upper one 1 1-2 inches across, using 3-8 inch balls. The bracings are cast in tool steel and the complete machine fits over a 4 inch pipe. For the upright I have been using one piece of black pipe 4 1-2 inches by 18 feet, with a piece of pipe 4 inches by 4 1-2 feet pounded into the 4 1-2 inch pipe a distance of one foot and secured there by hot pins. The bottom of the 4 1-2 inch pipe is drilled for 1-2 inch by 24 inches, each one foot apart. Then the upright is bedded in concrete 2 1-2 feet by 4 feet.

THE ATTACHMENTS.—Instead of ropes I use galvanized 3-16 inch "triumph" chain, extending from the bearing at the top. Instead of rope and wooden ladders I have been using one made entirely of leather straps, which I find wears better and gives fewer injuries to the children. Am making one of 3-inch canvas webbing which will be much cheaper if it wears well.

HORIZONTAL BARS.—Horizontal bars can be placed each side of the end of the swings by setting in a piece of 3 inch pipe 12 feet long. A fixed bar is more satisfactory than a moveable one except for class work in vaulting. A cheap bar can be made of steel shafting 1 1-4 inches in diameter and 7 or 8 feet long, galvanized. This can be firmly secured to the uprights by a special casting which clamps over the 3 inch pipe and into which a 1 1-4 inch pipe is threaded.

All of the equipment houses make very good moveable bars, which only need galvanized to make them suitable.

PARALLEL BARS.—Parallel bar tops should be made of galvanized metal. Steel or brass tubing 1 1-2 inches in diameter and 10 feet long, with the ends rounded, make good tops. The ends may be rounded by tapping a thread on the inside, plugging the end and then filling with lead or brass and filing the ends round and smooth. Two inch galvanized pipe uprights, with 8 inch flanges on the bottoms should be used. Each of these should be set in a bed of concrete 2 feet by 18 inches, so that the bars will be 15 inches apart for boys and 18 inches apart for men. The usefulness of the bars will be increased if the pipe uprights are set in at an angle so that the bottoms are 6 or 8 inches farther apart than the tops.

BABY SWINGS.—In the playground which does not have a separate enclosure for very small children there is always danger when they get near the swings. After having a number of them knocked down by the descending boards, I decided to make them some swings which would not cut them if they did ge hit. The frame and fittings were the same as for the other swings, except that the top pipe was only 6 feet above ground, and 5-8 inch rope was used. The seats I made of two pieces of sole leather riveted together. These proved the most popular feature of the playground and enabled us to keep little tots away from danger.

LAWN SWINGS.—My experience with swings made of wood, in which several persons sit opposite each other is that they are not adapted for playground use on account of the danger of accident.

FRAMES AND FITTINGS.—For home construction purposes it is the writer's experience that in erection of frames all the necessary rigidity can be secured by using standard "Ls" for connecting uprights with the top pipes, which run the shortest way of the frame. The top pipes which run lengthwise of the frame may be clamped to the other top pipes by a special malleable clamp. Gymnasium frames for men should be made so that the top pipes are 16 ft. above the ground; for women 14 ft. and for children 12 ft.

LADDERS.—Of all wooden apparatus for use on outdoor frames, ladders are the most durable if they are frequently varnished. Ladders, both horizontal and inclined, made of galvanized iron pipe are much more satisfactory than those made of wood. Two-in. pipe for the sides and 1-in. pipe, cut 18 in. long, for the rungs, and threaded right and left, is the material used. For the inclined ladder the lower ends should be provided with flanges to be set in concrete. The upper ends are clamped to the frame by a special casting which also has holes for a pair of sliding poles.

SLIDING POLES should always be made of metal. Wooden sliding poles are positively dangerous. Galvanized 2-in. pipe is the best material I know of. Poles should be always placed opposite a ladder so that children can climb up one side and slide down the other. Handles should be provided for them to take hold of when going over the top of the frame.

CLIMBING POLES.—A very good climbing pole is made of 1 1-2-in. galvanized pipe attached to the frame at the top by putting a bolt through the pipe and through the hole in the upper part of the rocker which is used in making a rocking joint. The bottom should extend below the surface of the ground about a foot and should be placed so as to swing around in a concrete basin about 2 ft. long and 10 in. wide, which gives movement without the danger of interfering with other apparatus. Climbing ropes wear out very quickly. Climbing poles are much better for playground purposes.

TRAVELING RINGS.—Traveling and trick rings should be made of malleable galvanized iron. Leather and rubber coverings are not good for outdoor use. Stirrup shape is best for traveling rings. They are attached to the pipe by a special fitting somewhat like the swing joint only swinging with the pipe. Flexible 5-8 in. wire cable galvanized is the best material to be used in suspending all sorts of rings. Traveling rings should each be provided with a swivel in order to prevent the cable from untwisting.

TRAPEZE.—A cheap efficient trapeze can be made by putting a piece of 1-in. galvanized pipe 28 in. long, threaded at both ends, into galvanized "Ls". File off the threads, saturate the inside of the pipe with soldering acid, put a 5-in. flexible cable through the pipe, leaving the ends long enough to give sufficient length for fastening above. Fill the pipe with solder and lead combined and the cable will be firmly imbedded in the pipe. It should be suspended from the pipe above with swing joints.

ROPE LADDERS.—I know of no rope ladder which will stand for more than nine or ten months' constant use. One of the galvanized pipe and one of galvanized steel cable that I constructed should be useful for ten years or more. Pieces of galvanized 1-in. pipe were cut 20 in. long and a 1-2 in. hole drilled, 1-2 in. from each end; then the ends of the pipe were filed round and smooth, plugged with paper and the wire cable run through them. Short wire nails were driven through the cable inside the pipe. The inside of the pipe, cable and nails were saturated with soldering acid and the hole filled with one-half sodder and one-half lead.

Note: Any points not made clear in this chapter will be gladly illuminated by the writer, who may be addressed in care of the publishers of this book.

"Where apparatus is used systematically the advisable way is to divide the class into small squads." This illustration shows squads exercising on the vaulting horse under the eye of the instructor.

PART THREE

Special Points for Supervisors and Instructors.

One person can take care of children on a playground while it would take eight or ten policemen to see to them on the street.—*H. E. Downer.*

Schiller, to whom Gross gives the credit for being the first German exponent of the physiological theory of play—that it is surplus energy, accounted for play by calling it an aimless expenditure of exuberant strength, which is its own excuse for action.

A boy cannot play games without learning subordination and respect for law and order.—*Joseph Lee.*

Organized play of some sort, play under control, is the only possible solution, for organized play is freer than free play.—*L. H. Gulick.*

Many practical questions for the solution of which we have been looking to the church and school will be found to belong to the playground to solve.—*Stoyan Tsanoff.*

CHAPTER XII.

PERSONAL HINTS TO SUPERVISORS.

How to Make Work Known—Reports—Assistants—Training Helpers—Pedagogy of the Playground.

By Arthur Leland.

It is somewhat of a task to secure a man with experience and technical ability who is willing to supervise playgrounds during the three summer months. When the playgrounds continue the year round, as they do in many places, it is not so difficult to find and hold competent supervisors.

The supervisor must attend to business details, train his assistants, and carefully supervise their work. When he is employed by a committee who have little practical knowledge of the operation of playgrounds, the work of outlining needs and methods falls largely upon his shoulders. However, he should educate the committee up to his ideas, and have them do most of the planning, doing nothing without their approval.

The successful supervisor will do his best to be on terms of good fellowship with the city and sporting editors of all the local papers, for without their aid the success of the movement will be seriously impaired. The playgrounds are a public enterprise; the people have paid taxes or subscribed money for them, and should be kept informed of their progress and needs. Well written news of the playgrounds should be taken to the city editors for publication in the Saturday or Sunday editions. They will usually publish all the photographs you can bring. Don't be too modest about the playgrounds; no one will know anything about them unless they are told. "Have something doing," and let the public know about it.

The Supervisor's Report should contain a record of at-

tendance, record of work done, games played, policy of the work, moral benefits, and any other items of interest.

Play Directors.—After finding a well trained and tactful supervisor, the task of securing and training assistants is not a difficult one. The theory of the kindergarten is very similar to that of the playground, so kindergartners will be found well trained in playground principles, and essential to success if girls and small children are desired in the playground. Some kindergartners are able to supervise the play of the boys through the help of larger ones, but as a general thing, boys over ten should be put in charge of young men. High school graduates and college boys, having experience in captaining base ball, foot ball, and other athletic teams, generally have the qualifications necessary for success as directors of the boys' play. Success depends on personality. No amount of technical training will suffice if love of children and play are absent.

Method of Training Assistants.—Before the opening of the season, call the assistants together and outline the work to be done, the general methods to be used, and a few fundamental principles to be observed. It will be found advisable to continue these meetings about every two weeks, discussing at each different problems as they arise, and training the assistants in the methods of teaching various branches of the work. Put your assistants on their own resources. Give them ample room to develop their own methods and ideas. The supervisor should visit each playground at different times of the day often enough to carefully observe the work being done, and suggest any changes or additions which will add to the efficiency of the playground. When any difficulty arises, it may be necessary to spend a great deal of time at one playground until it is settled.

Playground Pedagogy.—The fewer rules the better: Fair play, gentlemanly language and behavior, no smoking, are enough. Try to create public sentiment in favor of good conduct, and the children will help carry the playground with you. Keep everyone busy doing something. Make the children as useful as possible. Make someone responsible for each game given out. Appoint leaders in mischief as assist-

ants in caring for the younger ones. Never suggest a new game to the children until they get tired of an old one. If any boy gives continual trouble, turn him over to the park guard or police only as a last resort. In some cases, residence transferred to an industrial school may be advisable for him. The playground will cure most cases of toughness caused by environment; natural toughness needs more vigorous treatment.

(See also chapter 34.)

Giant Stride.

(See chapter 19.)

CHAPTER XIII.

THE MATTER OF DISCIPLINE.

A Normal Boy Approves the Intelligent Grown-up Who Makes Him Mind—Keeping Children Interested—Doing Nothing Gracefully.

That there must be no stern discipline and harsh penalties in playgrounds is a principle often publicly approved by advocates of such establishments. There should be no evident supervision, the students tell us. The children should be encouraged and permitted to carry on spontaneous, unrestricted play without any conspicuous interference or ordering by elders.

The theory is good and the purpose of the theorists is not to be questioned, but the practical experience of supervisors and instructors has demonstrated that as a rule such wireless telegraph methods are unpractical, and in the long run not good for any interests concerned, least of all good for the children.

For the success of the work as a whole, for the benefit of the instructors, for the preservation of property, and still more vital, for the best good of the children themselves, discipline is absolutely essential and must be known to exist in every playground, gymnasium and recreation center of any type.

It need not, should not, be unreasonable, tyrannical, harsh voiced, scolding, nagging discipline; but it should be the intelligent, kind but firm, prompt and consistent show of authority, whenever necessary, that makes an impression and reduces the chances of too frequent enforcement of penalties. A person capable of being a teacher, a leader, of boys and girls ought to know the psychology and philosophy of discipline—from the elemental point of view of the children themselves, rather than from books and school desks only.

It is a startling surprise to some instructors to find out that boys as a class respect a teacher who enforces discipline,

who does not always let them have their own way. Boys of adolescent age are looking for ideals, for heroes, for models; and they want the real article, strong and reliable.

Did you ever have the experience of hearing a boy tell you seriously how much he liked you? Why? Because you made him mind and do what you wanted him to do, when you wanted it done and the way you wanted it, not once in a while but all the time.

To be sure not every boy, not very many boys, express such thoughts. That is, if they do grasp the principles they are not able or inclined to tell their elders spontaneously what they think. Actions say more than spoken words sometimes.

Once you have convinced your boy (or your boys) that you are sincere, fair-minded, know what you want and how to get it, he will give you his loyal co-operation and hearty good will. He is apt to more than hold up his end of the tacit agreement. You will find yourself at times working hard to live up to his ideals.

Every normal boy of this age, about 12 to 15, feels just this way at some period of his development, while he is testing and experimenting with life as it comes to him in details.

Most positively it is not doing justice to boys anywhere to let them have their own way, unless that way is right.

And it does still more harm to the efficiency of the playground, the gymnasium, whose director allows unwholesome freedom through a mistaken idea of pleasing his boys or with the thought of increasing his own popularity. Lasting popularity comes by consistent, intelligent discipline equally and impartially enforced.

Over the door to the playground shelter in one ground is the sign, made by one of the girls, "Fair and Square." In another one of the young men spent a couple of hours painting an ornamental design in which were the words "A Square Deal for All." The application of the phrase came when one girl occupied a popular swing over the allotted period and declined to give it up to the next in line. Then the instructor pointed to the sign and asked quietly, "Are you giving Lottie a square deal?" The swing was surrendered without delay or objection.

Such arguments usually work with boys or girls if a tactful instructor makes the application.

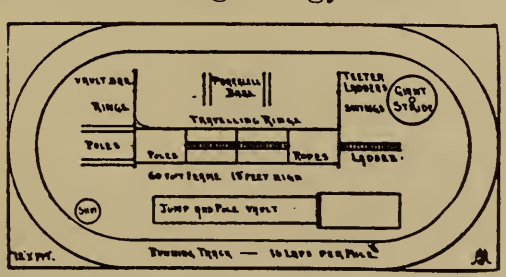
How does discipline work out in another respect? Does it take too much of the instructors' time and energy? In one playground in which the season's attendance was over 67,000 the number of cases of discipline was 45 of enough seriousness to be recorded. Of these 43 were for smoking, profanity and repeated disobedience; the other two were for a serious breach of propriety by two large colored girls. This particular playground was Waterview Park, Philadelphia, where discipline played an important part in the success of a long season.

An experienced teacher will know the value of keeping children interested, giving them something worth thinking about. This is a valuable aid to discipline.

Off-hand talks and personal hints, tactfully given, on personal hygiene, on matters of what to eat and what not to eat, when and why not; importance of good air day and night, sunlight and its value, proper clothing for health, care of the skin—these things have far and deep reaching results when presented to the young people in the playgrounds. A playground should be more than a place to play or "kill time"; it should be a real school of health. A competent instructor can easily do a great deal to make it so.

Keep all hands busy—even if you keep them busy doing nothing gracefully.

Repose is almost a lost art. We may teach it in the playgrounds. Allow and encourage certain relaxation and make that a part of the game or exercise. Get complete body and mental rest for even a few minutes and much good has been done. "Practice what you preach." Don't "fly all to pieces" every few minutes in nervous explosions and then wonder "why the children behave so." Energy and the showing of it is a child's right, but wasting energy is not usually necessary.



A Type of Playground.

CHAPTER XIV.

SUGGESTIONS TO INSTRUCTORS IN MUNICIPAL PLAYGROUNDS AND GYMNASIUMS.

Classification of Terms—Plans and Object of the Work—Indoor Program—Outdoor Activities—Objects—Nomenclature.

The following directions and suggestions were prepared for the instructors of the South Park System, Chicago, by the director of gymnastics, athletics and playgrounds. A few of the items would need to be modified to meet conditions in other localities, but all the instructions are worthy of study by those who are doing playground teaching or who desire to do so.

By E. B. DeGroot.

CLASSIFICATION OF TERMS.—In communicating with each other, and when talking of your work to the public in general, you should avoid confusion of names and terms in describing or qualifying your department and its activities. I therefore request you to speak of this department as the "Department of Gymnastics and Athletics." Speak of the man in charge of this department as the "Director" and of yourself as the "Instructor of Gymnastics and Athletics" (Men's or Women's Department) in a particular park. Add to this that the Department, the Director and the Instructor are of the South Parks, and subordinate to and under the direction of the Superintendent and the South Park Commissioners.

In speaking of the activities of the gymnasium, athletic and play field, avoid the use of such terms as "physical culture," "physical training" and "physical education."

The term "physical culture" means either too much or too little for our use. In the best sense, the term means the training of the muscular and neural systems to the highest

Medicine ball passing as a game in an indoor gymnasium (see page 20) showing the first girls about to pass the ball backward, overhead.

point of delicate adjustment and co-ordination. Culture means a refining, finishing and polishing process of training and is only applicable to adults. Cultural subjects are seldom, if ever, taught to children. In common use, the term "physical culture" is applied to many phases and theories of training that would not adequately represent your work.

The terms "physical training" and "physical education" are dignified and ample but may properly refer to a wide range of pedagogical purposes, as well as to forms of gymnastics and athletics.

While much of your work will be physical training or physical education, in the best sense, you should not claim too much for it. You will thus avoid giving offense to institutions where physical training in all its phases is carried on with a high degree of perfection.

In speaking of your work, then, use only such terms as gymnastics, athletics, plays and games, as the case may be. Include under the head of gymnastics all such work as free exercise, apparatus work, etc., whether performed indoor or outdoor.

Include under the head of athletics such competitive exercises as running, jumping, pole vaulting, etc.

The difference between plays and games is that games have definite program and conclusion, while plays are more individualistic and are usually without definite program and conclusion.

PLAN OF THE WORK.—The first instructions issued to the instructors concerning the plan of work to be pursued follow:

In assuming charge of the gymnasium and gymnastic activities of the park to which you have been assigned, you at once become a public servant. It will be your duty to constantly strive to conduct your work for the benefit of the greatest number, and not a few of those who make use of your department.

To successfully fill your position it will be necessary for you to act and work in a manner to indicate to those about you that your horizon and resources are broader than any particular system of gymnastics or athletics. It is highly important that you bring to bear upon your work all of your

expert knowledge of kinds of exercises, their orders of progression and their physiological effects; but of greater importance is the fact that you regard your work as an instrument with which to build character and good citizens.

Whether we wish it or not, the gymnasium and the athletic field are schools of character, but the kind of character formed in these schools will depend in great measure upon the instructor in charge. Children, especially, will imitate you closely in your play, habits of speech, manners and attire, and you will have every opportunity to sow your personality broadcast among hundreds, and possibly thousands of children. In the gymnasium where you come in close contact with the children, try to call them by name. Take an interest in all that they do and say; praise every worthy attempt, and especially all improvement on their part. Do not preach to them. Take care to be scrupulously polite.

The instructor should never appear in the gymnasium otherwise than neatly dressed, cleanly shaved and with hair well cared for. On the athletic field, and in the practice of games in the gymnasium, the instructor should praise every tendency of a boy or girl to sacrifice himself or herself for the good of the team. Show them that this is the only way to succeed—by unity of action. If you can develop this spirit you have laid the foundation of co-operation, politeness and good morals. You have taught the fundamental lesson of thoughtfulness for others. Regard for the rights of and respect for others will follow as you enforce the rules of your games and insist on fair play.

Play, yourself, frequently, and set the pace for vigorous action, skill, courage, regard for rules and a sportsmanlike temper in accepting defeat or victory. There is, perhaps, no other way in which a more powerful influence may be extended. Keep in mind, then, that we are public servants, employed to serve the public as experts in all that our profession implies, and that we are engaged in a work which, if properly conducted, is perhaps better calculated to raise the standard of good citizenship than any other single agency in the hands of public servants.

Details of the plan of work which you are to pursue will be suggested to you from time to time. At the outset you are

to work for general, rather than special, results. You will have two major problems to work out, viz.: the handling of large numbers of children of the school age in the daytime, and the handling of a large number of working boys and girls and adults at night.

INDOOR PROGRAM.—For the indoor gymnasium the following program for general use, is suggested:

Begin all classes with a few minutes of tactics or marching evolutions. Do not carry these beyond the "school of the company." Make use of the exercise simply to bring about order, esprit de corps, to teach obedience to authority and instant execution of orders. Follow the marching evolutions with mat and tumbling exercises (for boys), or corrective free exercises for both boys and girls. Apparatus work or dancing steps might be introduced next. At the conclusion of this work the floor should be cleared of apparatus and the remainder of the session spent in plays and games. The latter should, perhaps, occupy at least half of the session. A similar program might be followed in the evening for the working boys and girls and adults. The work should, however, be of a more advanced order. There should be less, perhaps, of marching evolutions and more of apparatus work, dancing steps and tumbling exercises. Team games of a high order will be found most useful and interesting.

In all of the above work conduct your exercises with an order of progression—from the simple to the complex; from the exercise of short duration to long duration. Tumbling exercises should be largely natural gamboling, rather than strictly acrobatic, and each exercise should be well within the possibility of accomplishment of the average boy and girl. Exercise taught on the various pieces of apparatus should be safe, easy of execution and of short duration when formal class work is in progress. Difficult exercises should be taught informally and out of class, when the instructor can give his undivided attention to the individual.

OUTDOOR ACTIVITIES.—In the out-of-door gymnasiums and playgrounds there will be less of formal and more of informal gymnastics, athletics, plays and games.

General:—Give your playground work direct relation to the temperature and time of day. When the temperature is

high conduct games that do not require great exertion. Hold in reserve all of your vigorous games for the cooler days. Make use of the apparatus on the cool days and at night under the electric light. The early evening hours will be found best for training members of athletic teams. A group game scheme of conducting your work will be found to fit conditions better than any other plan. A great many small groups rather than a few large groups should be formed. These may be arranged according to age or height, or better still, they may be placed in groups representing streets, blocks or squares, in the vicinity of the playground. The more organization of a simple character you attach to your work the better. Make constant use of your bulletin board to announce events and results.

Contests:—Use the contest as a means to two definite ends:

First: A contest wherein individual distinction may be gained. The point in such a contest is to develop self-respect and self-reliance—to do the thing without the help of others. Arrange this form of contest so that as many as possible may gain some personal distinction.

Second: A contest wherein group or neighborhood distinction may be gained. The point in this form of contest is to lay emphasis upon the relation and responsbility of the individual to his playmates, playground and community. The wakening of interest and pride in the community in which the members of the groups live is the large result to strive for.

The contests that we have announced for local and interpark meets, tests, and tournaments are based upon the principles suggested above. But in the main, only your picked or skilled playground patrons will be directly benefited and permanently interested by these events. You should, therefore, strive to extend your work by similar means to include every patron of your playground.

Discipline:—Never assume (much less say so) that any patron of your playground is "tough," "rowdy" or a "roughneck." On the contrary, assume that every patron is a gentleman or a lady. When handling cases that need the touch of a disciplinarian you should show in your own manner and countenance the positive qualities of fair play and good manners which you insist they shall exhibit. Never struggle with

obstinate cases but call the police officer if necessary to forcibly dismiss anyone from the playground or ball field. Don't forget that you are employed to serve as a teacher and not as a "bouncer."

Respect for your physical prowess must be established only by a playful grip.

Care of Apparatus:—The equipment of the playground should never be allowed to present an untidy, a disorderly or defective appearance. If parts of apparatus become unusable, remove the same from sight. If unable to mend or replace broken or defective apparatus report the difficulty to the director at once. Cross-bar-jump-sticks, poles, shots, balls, bats, bases, nets and tools should not only be kept in good condition but they should be kept in their proper areas and places. To disregard the care of apparatus indicates neglect, helplessness or indifference, qualities which spell positive failure for any playground worker.

ACCIDENTS:—When accidents or injuries occur to those in your care, pursue the following course of action: In case of an injury to any one in your gymnasium, call one of the locker room attendants to take charge of the gymnasium. Take the patient at once to your office or a quiet room (on the stretcher, if unable to walk), and there administer such "first aid" as the case demands. Send for the manager as soon as you have made the patient as comfortable as possible. The manager will take charge of the case at this time and see that the patient is sent home or to the hospital where proper medical attention can be given. Return to your gymnasium as soon as possible.

In case of an injury occurring on the athletic field or playground, pursue the same course of action. Make note of the name, age and address of the patient, also the cause, treatment and conclusion of the case. In caring for the patient, keep well within the limits of "first aid" treatment. Do not attempt to do too much. Fractures, dislocations, large wounds, etc., should receive only first aid treatment in your hands. Such cases should be left to the care of a regular and legally qualified physician.

If you are not familiar with first aid methods, you are

advised to procure a good manual on the subject and study the same.

OBJECTS:—It is of the greatest importance that the instructor understand the objects sought in these gymnasia, play and athletic fields, and that all work be undertaken in the light of the objects sought. In their order of importance, the objects sought are as follows:

(1) To take children from the streets and alleys and give them a better environment and safer place in which to play. This will relieve the parents of care and anxiety—as well as truck drivers, street car men, policemen and others who are involved in the care of children.

(2) To encourage working boys and girls and adults to spend their idle hours in a wholesome environment and away from questionable amusements.

(3) To encourage both children and adults to give attention to personal hygiene—exercise and bathing chiefly.

(4) To furnish wholesome amusement for adults and others who do not participate in the activities of the gymnasium, athletic and play fields.

Plan your work, then, and carry it forward with the well-defined idea that you are striving, first, to attract both children and adults to your gymnasium, play and athletic fields; second, that after you get them there you must interest and hold them until the habit of frequenting your gymnasium is established; third, that you do all you can by means of your gymnasium program, athletics, plays and games, to "set up" the frame, encourage bathing, teach skill, courage and a wholesome respect for the rights of others.

NOMENCLATURE:—The term "playground" may properly be used as an inclusive term to describe gymnasiums, ball-fields, swimming-pools, playgrounds, etc., but for the purpose of describing various play spaces and aspects of playground activities the following distinctions are made:

Playgrounds are the spaces set apart for the exclusive use of children not more than ten years of age. These spaces are equipped, primarily, for free, undirected play, and not for formal gymnastic or athletic work. The heights, sizes, and character of apparatus used are adapted to the ages and play interests of the children involved.

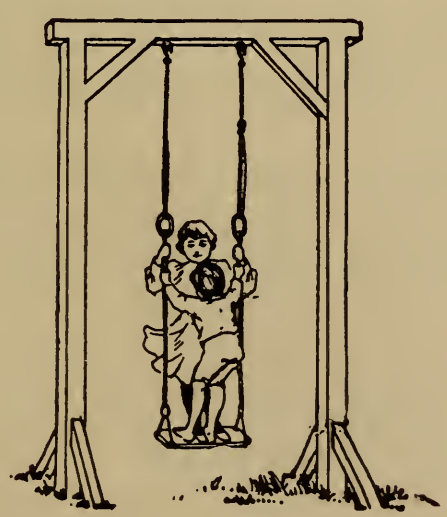
Gymnasiums are spaces set apart for the exclusive use of adults and children more than ten years of age. There are separate gymnasiums for men and women, both indoors and outdoors, and the men's outdoor gymnasiums have running-tracks. The outdoor spaces are equipped with apparatus designed to serve the free, undirected play interests of a vast number of people of all ages, and at the same time enable the instructors to carry on a plan of more formal gymnastic and athletic work.

Gymnastics refer to exercises of a more or less formal nature. In the practice of these exercises the usual end in view is a given corrective or physiological effect upon the body.

Athletics refer to a group of competitive exercises of a vigorous nature, such as running, jumping, vaulting, etc. The objective point is not so much the effect of the exercise upon the body as the expression of the physical powers in tests of speed, strength, skill, and endurance.

Plays refer to the spontaneous running, jumping, romping, use of apparatus and toys by children, and the individualistic, informal exercises and "play-games" of the older children and adults.

Games refer to a formal arrangement of plays having a definite program and conclusion, such as tag games, team games of baseball, basketball, volley ball, etc.



CHAPTER XV.

SUGGESTIONS TO INSTRUCTORS IN GENERAL.

There are certain principles that may be adopted and applied by directors of physical activity in any department. Some of these have been put in writing by Dr. Jay W. Seaver in his book "Anthropometry and Physical Diagnosis," from which the following are selected as being applicable to playground teachers:

Do not permit the self-satisfaction of conceit to spoil your ability for work.

Do not take the statement of anybody as infallible. If it clashes with your own idea, examine it and decide who is wrong.

Do not run after everything new and think that the new apparatus will make exercise a pleasure and relieve you of your work, or the new idea will save you the trouble of thinking.

Do not go through your work in a perfunctory sort of a way, but be enthusiastic and full of interest in those with whom you come into the relationship of adviser and instructor.

Be earnest, careful and exact, filled with the spirit of hard work, or move on to some less onerous occupation.

Do not try to find some fault with each person who comes under your care, nor continually decry habits that you believe to be bad.

At times you are expected to express yourself freely, as when lecturing on any subject, but do not try to pour a lecture into the unwilling ears of every one who may chance to fall into your hands. You do no good by making yourself ridiculous.

Establish a record of honesty and ability and your advice will be sought. Integrity is the largest factor in influence.

Be conservative and at the same time progressive. Examine all that is new, but before you adopt it test it by every standard that you can bring into comparison with it. Remem-

ber that you will probably not discover a great number of new truths, nor will you undermine and overthrow many of the commonly accepted theories and doctrines that have been enunciated in the past.

Be modest, then, and learn much from others, claiming very little as entirely new and your own.

Be content to work a great deal and claim very little. Have a scientific theory as a basis of your work, but be ready to amend it at any time. Study your material and you will find so many facts to be classified and arranged that you will have little time to electrify the world by some universal specific.

CHAPTER XVI.

MAKING CHILDREN GENERALLY USEFUL.

Let Them Help in Preparing and Taking Care of Playgrounds—Older Children Help the Younger—Don't Demand Too Much.

Not all the benefit to those for whom we supply playgrounds comes from the games and exercises. Equal benefit can come from general usefulness,—from doing service for the common good. Every normal boy and girl is more than willing to "help" a respected grown up person. The man or woman instructor who is wise will make the most of this natural inclination, for the benefit of the playgrounds as well as for the training of the children.

The plan of letting the youngsters of a neighborhood clean up a lot of land, a public dump perhaps, to make it suitable for a playground, is quite common. This work they will do effectively, joyously, with real pleasure, if properly guided. The writer witnessed such a cleaning up campaign in which ten boys and a dozen girls were transforming a triangular piece of waste land into the foundation for a useful playground. Singing the very appropriate refrain—

"Every little bit added to what you've got makes
just a little bit more"—

they were gathering here a rusty tomato can, there a discarded dish pan, over yonder a broken chair back, everywhere waste paper and bits of wood, and tossing each remnant in piles to be carted away or (culminating joy to the "kids") burned in a bonfire on the spot when the work was done.

Of course this was not work; it was just as much play as any game in the rule book. Still, the men who wanted $2.50 a day for accomplishing the same end called it work.

The following quotation illustrates the point. The quotation is from a report by Evangeline E. Whitney, superintendent in charge of vacation schools, playgrounds, and evening recreation centers, New York City:

"A vacant lot was offered too late to get it in order before July 9th; but a good principal and a kindergartner were appointed to take charge of the place, and a few supplies were sent to begin operations. On arrival they found the ground strewn with tin cans and similar rubbish, and ten little boys and about sixty girls ready to play. They were first organized into working squads, and with rakes, hoes, small wheelbarrows and pails, quickly cleared space enough for immediate needs. An awning was raised, and with sand boxes, toys, swings and games the little folks began to be merry in good earnest. The older children in the neighborhood looked on with envious eyes; they naturally wanted to share in the fun, and promised such good behavior if admitted that we could not exclude them. Apparatus was asked for, and with it went a gymnast and his assistant, also a teacher of basketry. Soon five hundred boys and girls made the air daily resound with their happy voices. Such a boon has this playground proved to be, that parents have petitioned for its continuance during the autumn."

Another playground director reports a way to let the children help keep the ground clean,—free from litter:

"In almost all the playgrounds the children were formed into bands for cleaning the yards, picking up papers, watering the sands, etc. One teacher says her boys were organized into a police force and were allowed to care for others after they had shown they could care for themselves. The teachers were very wise in making the children feel that it is a privilege to be helpful, and often the reward for faithfulness was being allowed to do something for the teacher or to do a piece of work which had never been given to others."

There are other ways to make those who are to benefit from playgrounds contribute to their construction, equipment and maintenance. The following quotations from a paper by Henry S. Curtis, supervisor of Washington, D. C., playgrounds, are suggestive of three methods:

"We got the upper class of each school to make a mechanical drawing of the school playground showing its dimensions, area, number of children in the school, trees or other shade, and the conditions of the ground itself. These plans remaining in the office of the supervisor serve as the basis for the selec-

tion of one site or another if a new playground is to be opened. It is believed that the making of these drawings was one of the best lessons in mechanical drawing that could have been given to the children and one the practical value of which and the need of accuracy they fully realized.

"A recognized need in manual training work is to find sufficient purpose for the things done, some use for the things constructed. We have found it advantageous to have many of the steel fittings for our playground apparatus made in the manual training schools. Such a use of the product makes the work more interesting to the children and makes them realize the necessity of doing their work carefully and well.

"For the last three years the board of education of Washington has permitted the children to contribute to the support of the playgrounds and the children were invited to hand in any amount they or their parents wished to give on a certain day. Last year small envelopes were furnished to each child, to be handed back with or without contribution as wished. The children were told that all this money would be used either in the further equipment or the maintenance of the school playgrounds. The amount received each year has been from $800 to $1,400. Of course there are great dangers in such a method which must be carefully avoided. It will not do to bring influence to bear or make the children feel that they must contribute to the work whether they wish or not. It will not do to allow it to become the means of exhibiting the poverty of children who cannot contribute.

"One of the most practical ways to train children to be good citizens is surely to get them interested and active in the promotion of the public good. The public end which is most readly and fully appreciated by the children is probably the securing of a playground. One of the school playgrounds in Washington has been equipped with the proceeds of a luncheon which the children gave at the school. I have understood that many of the playgrounds of Indianapolis have been equipped in this way. Even if the playground itself were not an object to be worked for, it seems to me that some such work should be undertaken by every school for the sake of the social and moral training involved."

One playground that lacked a shelter got it because the

caretaker was a practical carpenter and interested a dozen or more of the boys to co-operate in its erection. The playground committee supplied the lumber and other material.

In Boston the school playground director requested the sloyd department of the public schools to make dominoes, checkers, building blocks, wooden shovels and other articles of similar nature.

The boys can be used to an extent in maintaining the upkeep of equipment by splicing ropes, making ball field back-stops, marking out tennis courts, etc. The girls will help keep things tidy and clean, but the children should not be expected to do all the work, nor should their services be expected to save a caretaker's salary. Such a method of "economy" is not fair to the children, to the man who might be earning a living by the aid of a salary, nor to the efficiency of a playground work.

A Common Form of Pole for Climbing.

(See chapter 19.)

CHAPTER XVII.

PLAYGROUND PROGRAMS AND METHODS.

Schedules of Exercises and Other Interests for a Day's Work—Methods Used in Some Cities.

Section One.

It is not possible, and certainly not feasible, to map out a program to be followed strictly in the conduct of playground activity. It is, however, helpful to know what others consider the proper arrangement of the various features and interests. The following programs or day's orders are merely suggestive, not to be taken as anybody's short cuts to success.

First are presented the schedules used in the playgrounds conducted by the boards of education of Philadelphia and New York City in 1907, covering the entire work of the playgrounds—physical exercise and play, as well as the other elements that go to make up a complete work for children.

New York City conducted sixty-three playgrounds under the Board of Education. At most of these was gymnasium apparatus for the boys and swings for the girls. At each was a librarian who told the smaller children stories and gave out books to the larger; a kindergarten teacher, and gymnastic teachers.

Following was an average daily routine of exercise at one of the playgrounds:—

1.00 to 1.30.—The assembly, consisting of marching, singing, the salute to the flag, and a short talk by the principal.

1.30 to 2.30.—Organized work in the kindergarten and gymnastics.

2.30 to 3.00.—Organized play, including indoor and outdoor games which may be played in limited space.

3.00 to 4.00.—Military and gymnastic drills, folk

dances, and apparatus work for the older children, and occupation work for the younger.

4.00 to 4.45.—Organized games, basketball, gymnastic and kindergarten games.

4.45 to 5.15.—Athletics and the activities of the Good Citizens' Club.

5.15 to 5.30.—Dismissal, including marching and singing.

Throughout each afternoon the children were sent in groups to the room set apart for reading and quiet games. Here, under the direction of one of the teachers, they read or played parlor games.

Philadelphia.—Fifty-eight playgrounds were open in Philadelphia during July and August, six days a week, seven hours a day. As a rule the morning session was from 8.30 to 12.00 o'clock, and the afternoon session from 1.30 to 5.00 o'clock. All the school playgrounds had one teacher and a custodian; those most frequented had two teachers and a custodian. These playgrounds were under the direction of the department of physical education of the city board of public education. The general daily program was:—

Forenoon:

8.30 to 9.00.—Free play with material and on apparatus.

9.00 to 9.30.—Songs, nature talks, or stories.

9.30 to 10.00.—Marching, games, rhythms, etc.

10.00 to 10.30.—Games for younger children.

10.30 to 11.00.—Organization games, team games.

11.00 to 12.00.—Occupation.

Afternoon:

1.30 to 2.00.—Free play with material and on apparatus.

2.00 to 2.30.—Patriotic songs, quiet games, finger plays, guessing games, etc.

2.30 to 3.00.—Ball games and sense plays.

3.00 to 3.30.—Games for older children, traditional and gymnastic games.

3.30 to 4.00.—Free play or contest games.

4.00 to 5.00.—Occupation.

Special Programs.—One morning each week a series of

contest games and races was arranged, to which parents and others interested were invited. One afternoon each week was intended to be given to a series of patriotic songs, a poem, or a story. Saluting the flag, or where possible a flag-raising exercise with suitable marching and songs were included, especially in the so-called "foreign districts."

In the larger Philadelphia playgrounds or fields, where the older children were more in evidence, a typical day's program was as follows:—

Morning:

8.30 to 9.00.—Free play with material, and on gymnastic apparatus.

9.00 to 9.30.—Morning exercises; songs, nature talks, stories.

9.30 to 10.00.—Marching; free exercises; games of low organization in which all might participate.

10.00 to 10.30.—Work on gymnastic apparatus; track and field sports.

10.30 to 11.00.—Team games.

11.00 to 12.00.—Occupation work; or team games.

Afternoon:

1.30 to 2.00.—Free play with material, and on gymnastic apparatus.

2.00 to 2.30.—Patriotic songs; games of low organization in which all may participate.

2.30 to 3.00.—Track and field sports; quoits, ringtoss and other games of skill.

3.00 to 3.30.—Team games of high organization for girls.

3.30 to 4.00.—Team games of high organization for boys.

4.00 to 5.00.—Occupation work; or team games.

A Suggestive Schedule for a half hour of physical work in an outdoor gymnasium, for children, follows:—

Children line up according to height; done in 2 or 3 minutes.

Simple marching; 5 minutes.

Breathing exercises, to be done at end of march, while walking or at halt, in line, after the marching; 2 minutes.

Exercises using arms; 3 minutes.
Exercises using trunk; 3 minutes.
Exercises using legs; 2 minutes.
All-round exercise using all muscles, such as lunging, imitation throwing, ground exercises; 5 minutes.
Exercise using arms principally; 3 minutes.
Breathing with arm exercises; 2 minutes.
Final marching, ending with dismissal; 2 minutes.

The foregoing schedule covers only the more formal class work. It may be made to include five or ten minutes of dancing, if the class is girls, or even if boys. In this case, put the dancing period in place of or after the "all-round exercise."

Following this schedule might be half an hour devoted to a variety of games, the class, if large enough, being divided into groups to play one or several games, alternating from time to time at the discretion of the instructor. Or if there was to be apparatus work, this would follow the class work covered by the above schedule. The apparatus work would be followed by the games.

This schedule is based on the idea that a playground is being used by one group of children, that it is a small playground not so equipped that many activities can be going on simultaneously, and that there is but one instructor. The general plan can be altered to adapt it to other conditions. This suggestive schedule considers principally the physical training aspect; the other features would need to have due consideration.

The **Providence,** R. I., playgrounds have used the following method, under the direction of Miss Mary J. O'Connor:—

The children are divided into three groups—A, B and C. In "A" are included all the smaller children, boys and girls, under eight; "B" is made up of older girls, and "C" of boys. Each playground has three instructors, one man and two women. The man is a gymnast and has charge of boys, or group "C." One woman is a kindergartner and has group "A." The other woman is a teacher of gymnastics and has group "B." One of the three instructors acts as a director. In some playgrounds more than three instructors are employed. The aim in arranging a day's program is to have an active period

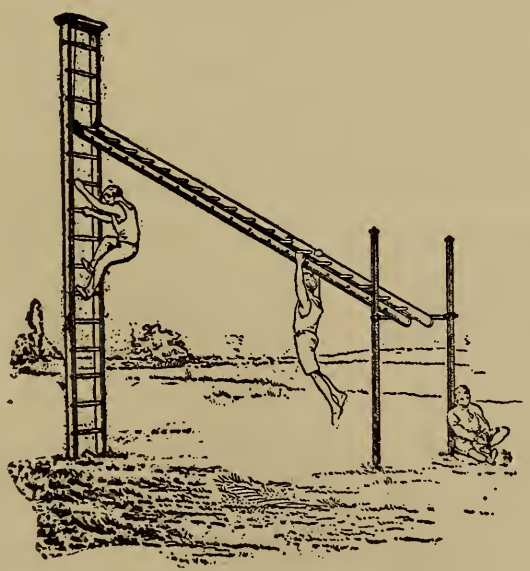
followed by a quiet one, and the industrial work has been found important in that it affords interesting relaxation. A literary and quiet game room is open in connection with all playgrounds from 2 to 5 o'clock in alternate periods for boys and girls, the length of period being arranged according to circumstances by each director. Occasionally boys and girls assemble for a story telling or reading period, or for games. Checkers is the most popular game of its type. A typical day's program follows:—

1.30 to 2.00 P. M.—General opening.
"A"—Kindergarten circle, talk-songs.
"B" and "C"—Free play or apparatus, songs, etc.
2.00 to 2.30.—"A"—Occupations.
"B"—Organized games.
2.00 to 2.45.—"C"—Apparatus work.
2.00 to 5.00.—Library and quiet game room open.
2.30 to 3.30.—"A"—Free play with all toys, sand, swings, etc.
"B"—Basketry and other industrial work.
2.45 to 3.45.—"C"—Sloyd, chair caning.
3.30 to 4.15.—"A"—Story telling.
"B"—Gymnastic exercises, drills, dancing.
3.45 to 4.30.—"C"—Basketball, indoor baseball.
4.15 to 4.45.—"A"—Ring games, singing and races.
"B"—Library, quiet games.
4.30 to 5.30.—"C"—Athletics, games.
4.45 to 5.30.—"A"—Free play, marching.
"B"—Athletics, races, basketball.
Dismissal.

In addition to the routine daily programs in many playgrounds, special days are set apart for exhibitions, for holiday demonstrations, for patriotic exercises, flag raisings, athletic competitions, ball game tournaments and the inter-playground meets in which representatives of several grounds assemble to compete in special events. In neighborhoods where the population is largely foreign, as has been mentioned, salutes to the flag and exercises of patriotic nature are often included in the daily programs. That something of this sort is quite in place in all playground programs seems evident enough.

Another feature of merit is for one playground to entertain another, with special events of appropriate nature and perhaps some form of light refreshments such as ice cream and cake. This helps along the good feeling between neighborhoods in a city and tends to give each neighborhood common interests with all other neighborhoods.

The playground must provide interesting activities. Mr. De Groot recently said: "I doubt if we can ever built playgrounds that will be one-half as attractive to the boys as the streets, alleys, railroad yards, and docks, teeming as they do with human interest and offering to the boys all the materials that they need for play, and quite contrary to our supposition they ask for nothing better." If we hope to get the children to use those places that are set aside and labeled "public playgrounds" we must see to it that activities are offered there that make these places attractive, that is, there must be "something doing" every minute of the time while these playgrounds are open, and this can be accomplished only by placing them in charge of men and women who understand boys and girls and who have a knowledge of the different kinds of games and activities that appeal to children of different ages.—Lee F. Hanmer, in "Charities."



A Combination of Vertical and Inclined Ladders.
(See chapter 19.)

Section Two.

HOW TO BEGIN AND CONTINUE SYSTEMATIC WORK.

By Gladys Abbott.

It is well, in playground work, to have a definite program; to have certain things come at certain times of the day and week. Order and a habit of regularity are to be taught. If a child is not coming to the playground every day, and few do, it is well that he come at some specified time and for some definite object. This method shapes itself to the attendance. Basketball, baseball and athletics all have their places. Active group work such as games, classes, folk dancing, gymnastics, both light and heavy, should be made up as fas as possible of constant patrons. The name and address of each child should be known and an absence investigated. If a regular schedule is carried out the children will form a habit of coming regularly for the different classes.

The whole program of work will to a new director be one of growth. Starting with a few classes, more may be added as the director becomes better acquainted with the needs of the playground population. Doubtless the initial start will be made in that subject in which the director has the most experience or personal interest.

The class first attempted is often for games. An easy method of starting work is by a circle formation. The first circle or ring game played may be one of the children's own choosing. This makes a normal, natural start. No two ring groups are exactly alike; each group presents its own problem. Careful study of conditions can, with repetition and patience, add more difficult games until at the end of the summer the children will be playing well. The lack of co-ordination, the inability to obey the spoken word, the have-everything-one's-own-way of some children is unbelievable until met with on the playground.

Many of the games children play of their own initiatave are singing games, such as "Round and Round the Valley,"

"Oats, Peas, Beans, and Barley Grow," "The Jolly Miller." The majority are good games but for one or two objectionable points. A little quick thinking will obviate the undesirable features. These games can be added to or altered to get more muscular exercise. They have the advantage over other games of belonging to children and being enjoyed because old and dear.

(Descriptions of these games are to be found in the book, "Graded Games and Rhythmic Exercises." (See list at end of this book.)

Round and Round the Valley is played in this manner:

Children in circle. One is chosen who steps outside of the circle. Children clasp hands and sing:

I

"Go in and out the windows, go in and out the windows, go in and out the windows, for the Highland gates are low."

While this is being sung the child chosen walks in and out under raised hands.

II

"Go round and round the valley (repeat three times), for the Highland gates are down."

Leader walks around outside of circle.

III

"Go up and down the ladder (repeat three times), for the Highland gates are locked."

Leader walks up and down inside circle.

IV

"Go now and pick your true love (repeat three times), for the Highland gates are locked."

Child goes and stands before some one of the opposite sex.

V

"Kneel down and kiss your true love (repeat three times), for the Highland gates are locked."

Variations or changes may be suggested while playing, as follows:

In verse one: Windows made different heights, low ones to be jumped over, high ones to be got under by bending at hips.

In verse two: "Go" changed to "Run" round and round the valley; leader instead of slouching around, running around in good form.

In verse three: In going up and down the ladder, up on heels and down on toes.

In verse four: Change "Go now and choose your true love," to "Go now and choose your true friend."

In verse five: Change to "Give place now to your true friend."

In connection with the game class, ball practise makes good exercise, and the order of throwing can be graded so as to develop alertness and quickness. If basketballs are not obtainable **Bean Bags** can be used. A method of using the balls or bags is:

Children in a circle—(a) pass ball around slowly to right, teaching proper throwing and catching.

(All exercises should be repeated a given number of times in both directions, right and left.)

(b) Passing around 3 times right (quick precise work).

(c) Passing around, right hand throwing, 3 times right.

(d) Passing around, left hand throwing, 3 times right.

(e) Passing around to right 3 times, turning after catching ball so as to throw to next player over the head.

(f) Passing around right, 3 times, turning after catching ball and throwing back and up to next player between spread legs.

(g) Children in a straight line, the so-called game of **Teacher.** The leader, or teacher, throws to No. 1, who throws back to teacher, who throws to No. 2, and so on down the line. A player failing to catch the ball, or bag, makes good as soon as possible, or the one that fails to catch goes to the foot of the line. If the leader fails to catch, No. 1 becomes teacher. After this game is learned it can be made competitive by having two sets play against each other. In this case an error does not cost loss of position.

(h) Divide class into two parallel lines, thus:

1	2	3	4	5	6
7	8	9	10	11	12

No. 1 throws to No. 7; no. 7 to No. 2, and so on down the line. No. 6 throws to No. 12, and then all move one place to

the right, No. 12 throwing to No. 2 as he starts, causing the following formation:

2	3	4	5	6	12
1	7	8	9	10	11

This is continued until No. 1 is back in place. A competitive game may be developed by forming two groups.

Imaginative Play can be used with excellent results. Suitable games being "Horse, House and School," "Living on a Farm," "Indians," "Crossing the Prairie," or "White Man and Indian," "Circus," and many others to be found in special books on the subject.

In considering playground activities the personality of the instructor must not be forgotten. To play with and not at the chilren; to instruct, not to dictate; to teach a new game as one child might teach another; to teach the natural consequence of disobedience and the counter lesson of each individual playing his own part to gain success for the whole team; to forget self; to keep one's temper; to be just; and, above all, to love to play;—these are elements in the make-up of the ideal instructor. Happy is the instructor who enjoys playing with children; for to such an individual they give much, receive willingly, and form a fertile field for wide influence.

Methods for Keeping Children Wisely Busy.

During the long hot afternoons of midsummer there come occasional periods when it is too hot to swing or do much of anything calling for active exercise. Then the quiet games are played, such as "Button, Button, Who's Got the Button?" "Beast, Bird or Fish," "Spin the Corn," and others. The reading table becomes popular and the boy too languid to play asks for a book, "where the feller does somethin'."

These hours should be made of educational value. The work done should be systematically graded, and, if possible, of regular occurrence. (In Section One of this chapter are shown methods for introducing this type of work into playground programs.) Regular attendance is often hard to secure in a playground, but should be aimed at where occupation work is done. It is not wise to form a habit of starting things

and never finishing them. A class to meet twice a week for some one definite object that will furnish idle hands with something to do and at at the same time increase knowledge and personal efficiency is what is wanted. The work undertaken must not require so long a period as to weary the children. It must be something that can be taught to a number of people and usually must not demand much experience.

Two qualities that too many playground children lack are consecutiveness and tenacity of purpose. There is too much of the destroy-everything-possible and flitting from one thing to another. A principal aim of playgrounds is to overcome lawless tendencies acquired in the street and crowded tenement life. Learning to do some one simple thing well may be the turning point in a child's development.

A simple, inexpensive starting point, subject to graded progression into more elaborate work, is cutting out pictures. The children placed in a class for cutting out pictures should not be those who cut well, but those who need to learn how to cut. The first day many can be put to work and from them can be picked the poor workers for the first class and those with more ability for a second class. The second class can undertake not only cutting, but pasting and mounting of pictures on cardboard, the cutting and pasting of pictures in colored calico books, or cutting and making paper dolls from fashion plates, or cutting and arranging paper furniture in paper books; or making dolls' houses and, eventually, passe-partouting. All this is possible and advisable and much of value can be taught, especially care in execution, patience and persistency.

In the passe-partouting and in cardboard mounting a series of pictures on selected subjects, with talks, can be introduced with educational value. The glass is the only expensive thing and that is used only in the passe-partout work.

About paper dolls. Among the fashion plates search for a figure without a head, cut out the face and mount it vertically on a slender strip of pasteboard. By gluing horizontal pieces of paper across the shoulders of dresses, an endless wardrobe for one doll can be provided.

Wood whittling for the boy is inexpensive and practically always in order. A manual training teacher can, in a few les-

A number of groups of children engaged in various ways. The larger group, in the middle foreground, is engaged in raffia weaving. One group in the right background and another in the left background are "shooting the chutes" in approved playground manner.

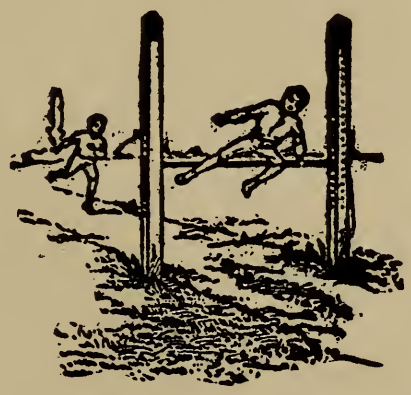
sons, teach enough models to last a playground instructor a summer.

Sewing should be taught systematically. A sewing teacher could teach a good needlewoman all the required fundamentals in a few lessons. Millinery can be taught with doll models, also ribbon tying and bow making.

Boys delight in a class of knot making. Sometimes an old sailor will be delighted with the opportunity to teach the boys.

Raffia work and basketry with a good teacher are excellent, though comparatively expensive.

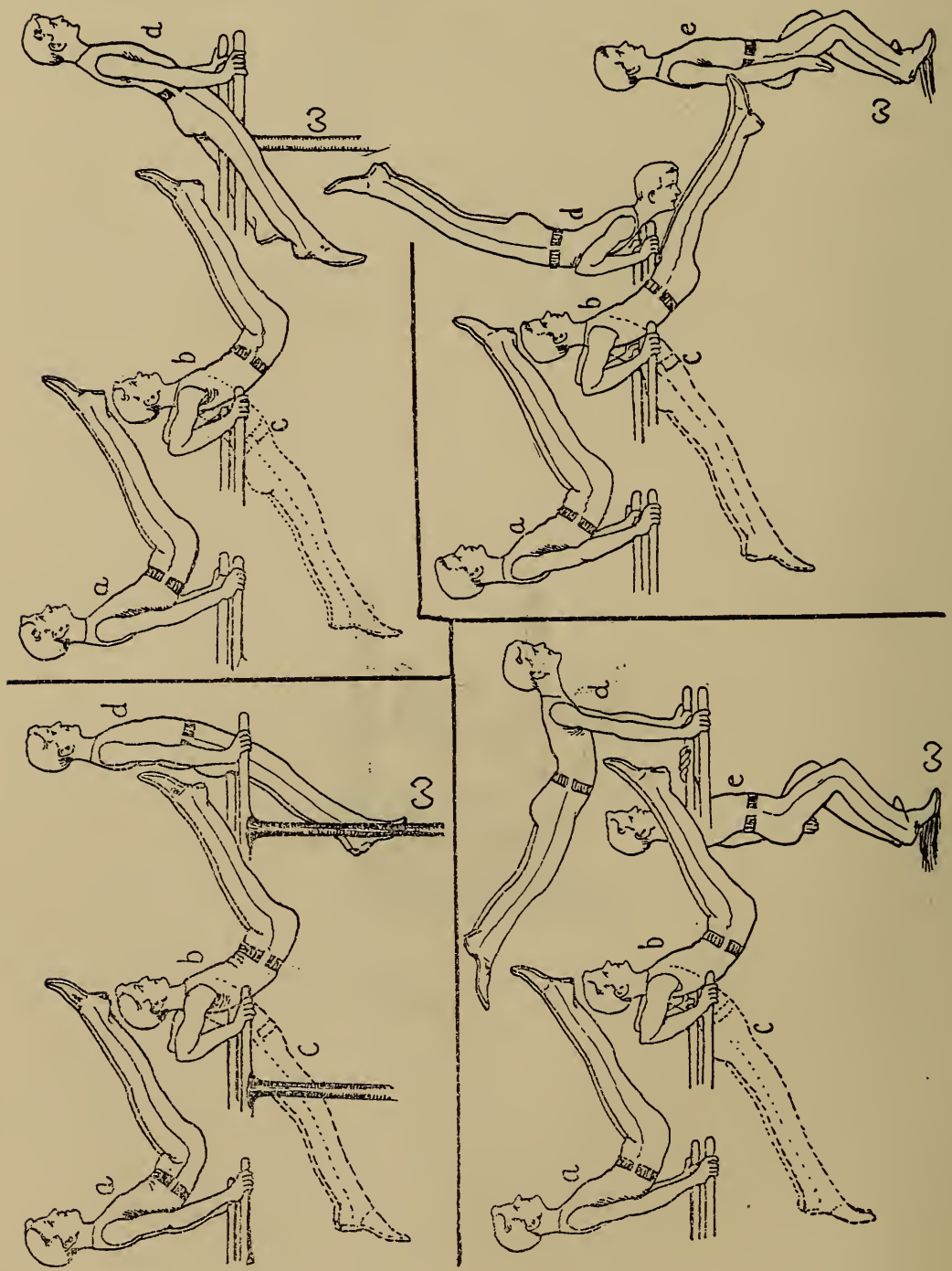
Nothing should be taught until the instructor has first mastered it well. Neither should any such instruction be undertaken that is not properly grounded fundamentally and well graded.



Running High Jump Over Vaulting Bar.
(See chapter 20.)

Dip and Swing Exercises on Parallel Bars.

(Selected from a prospective book by A. B. Wegener, entitled "Technique of Gymnastic Exercises.") This type of exercise is for young men with good development; it ought not to be used except sparingly for any class of men and then may well be counteracted by setting-up movements that will expand the chest. (See chapter 19.)



PART FOUR

Games and Exercises for Children and Grown-Ups.

Play at its best is only a school of ethics.—*G. Stanley Hall.*

Play may be work for men and women; work may be play for children.

The whole test of the worth of any sport should be the demand that sport makes upon the quality of the mind and body which in their sum recall manliness.—*Theodore Roosevelt.*

A team in athletics or sports without the spirit of fair play, clean and honorable conduct, is like a team of unmatched horses. Team spirit is the germ of devotion to city, state and nation.

It should be the buzziness of yung persons to assist Natur, and strengthen the growing frame by athletic exercizes.—*Noah Webster.*

CHAPTER XVIII.

SIMPLE MARCHING AND RUNNING.

Not to Make Soldiers, but to Help Effective Class Exercise — Some Sample Movements — Executing Fancy Figures.

Marching in organized ranks is an excellent means to put ideas of discipline and the need for concerted action in groups into the minds and lives of boys and girls. Elaborate military drill is not always feasible and still less often desirable. In many cases it can be used with excellent results, but in the long run, in the majority of playgrounds or gymnasiums, it is a waste of time without much compensating advantages that cannot be gained by better methods more in keeping with approved physical education ideals. But military drill and simple marching are not necessarily the same thing. Any teacher, in gymnasium or in playground, ought to be able to guide a class in simple marching by command. Not very many such teachers can conduct military drill in good form.

If we were trying to make soldiers of our boys, then military drill would be a fundamental. But this is not the purpose in many places such as are being considered. We want certain physical benefits to come, with following results of which stiffness in any form is not necessarily a part; at least not in playground work.

Such simple marching as will be outlined is useful not only for marching as such, but for squad formations and whole class formation as well.

What better effect can be had in the way of beginning class work, for example, whether indoors or outdoors, than by lining up the class in single rank, facing the center of the room or field, or the part of room or field that is to be used; having the class lined up by height, tallest at one end and gradually dropping down to the smallest member at the other end; then

at word of command: "Class—forward, column right (or left) —March!" This begins class work in systematic manner, producing a good effect on spectators, on pupils and on the instructor. (See drawings, or cuts, on page 130.)

Not many good teachers, perhaps it is safe to say not any good teacher, will allow a class to use the "helter-skelter, get-there-any-way-possible" method of starting class exercise. Doing so means much more work for the teacher when he wants to get things done, and it means much more irritation on the part of the pupils, thus detracting from their pleasure, which ought not to be. Organized methods are best. The way mentioned is one of the simplest.

Another way is to line up the class, count off in fours or threes or twos, whichever is desired, or according to size of class; then at command, "Class—forward, by fours (or threes or twos)—March!" In this case the marching forward should end at the apparatus or the part of room or field in which the squad is to begin exercise.

In neither case mentioned is marching for itself provided for, but simply marching the class from its initial formation to its apparatus or place for squad exercise, the evolution occupying two to four minutes.

Marching movements may be begun from the first position mentioned. When the class has marched forward at command, it can then be directed in its course as the teacher may desire. It is always desirable to have an experienced leader at the head of the line. Never have a "green" pupil there if it can be avoided.

After the class is able to march in single column, the next stage is to double up into column of two or fours. See cut D.) Military marching nowadays does not provide for columns of threes, but this formation may be used for physical training purposes.

A column is a line of men each behind another. This is also properly called marching in single file. If two or three or four men are marching side by side (see cut B) it is a column of twos or threes or fours.

A rank is a line of men side by side, as in cut E. This is the position first mentioned in this chapter. With a very

large class it may be advisable sometimes to line up in two ranks, one behind the other, as in cut F. In this formation, each line of men acts together. That is, if the order is "Right, face!" both lines face right together. At "Column, forward—March!" both lines march forward, side by side.

The usual turns made by a marching class in column are made at right angles or countermarch. Both are indicated by cuts. The command for turning at right angles has already been given: "Column—right (or left)—March!" If the teacher wishes the class to countermarch (cut C), the command to be given is: "Column, right (or left) about—March!" There is a proper way of turning on a specified foot in making the turns, and an instant at which command should be given. These points and others can be easily obtained from books devoted to the special subject of marching. (See list at end of this book.)

After simple marching comes **Fast Marching** and **Slow Running.** This can be done in just the same manner as has been described in outline. Another good scheme for slow class running is for the instructor to take place at the head of the line and lead the class as he wishes it to go. This is a very good way and perhaps best of all ways, unless there is at hand a competent leader or assistant who will set the right pace and not go too fast nor lag too slow. A slow class run should not be a race, but should be done in good order, each pupil keeping proper place and distance all the time. The length of the run can be determined by the judgment of the instructor, but ought not to be for more than three minutes for a new class, nor long enough to exhaust or over tire any class that has more work to do. For physiological results of best sort such a class should start as a fast walk, lead into the slow run, and towards the end of the time allotted should increase to rather fast pace, then slow down gradually and end in a walk. Breathing exercises should come during the final walk, with or without arm movements.

Some figures that may be executed in marching, after simple marching has been used, are to be had in special books. Some of these figures can also be used in class running. (See list at the end of this book.) The maze or spiral figure

is a favorite for running classes and is always lots of fun. It ought to be done well and in order, not allowing the class to get confused and the line to be broken. To prevent too much confusion with a new class it is better not to "wind up too tight"; that is, not to make the spiral grow too small in the middle. After the class gets proficient and used to the sensation of circling about so many times, "wind up" as tight as you like, and lead the way out of the middle yourself as best you can.

A Combination of several marching and running exercises may be made up as follows: (Diagrams on next page.)

MARCHING.—Single file once around the playground space.

Column right and left about, working back and forth. (See diagram No. 1.)

Once around.

Down center, file left and right alternating.

Around and down center by twos, column of twos R. and L. alternating.

Around and down the center by fours, divide R. and R. and L. alternating.

Around and down center by eights, divide R. and L. by fours.

Around and down center by fours, divide R. and L. by twos.

Around and down center by twos, divide R. and L. by file.

Around and form in file, ready for the run.

RUNNING.—Once around.

Form fours, left oblique.

Right by file.

Maze or spiral and unwind. (See diagram No. 2.)

Figure eight until figure is shown. (See diagram No. 3.)

Out of figure eight and execute—

Arms side horizontal.

Arms front horizontal.

Arms vertical.

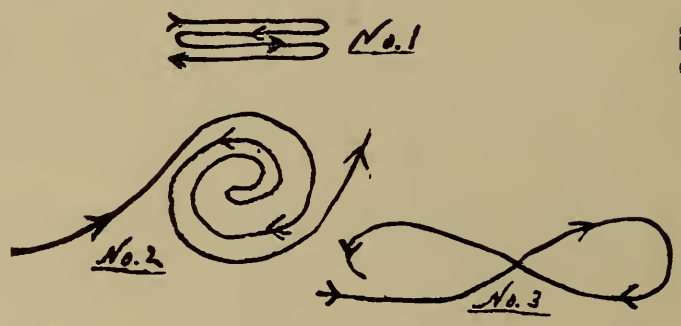
Slapping knees.

Slapping heels.

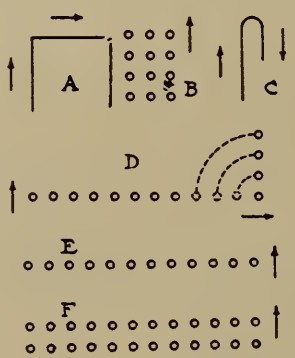
Close the run with a short walk on toes.

Bring class to halt, facing instructor.

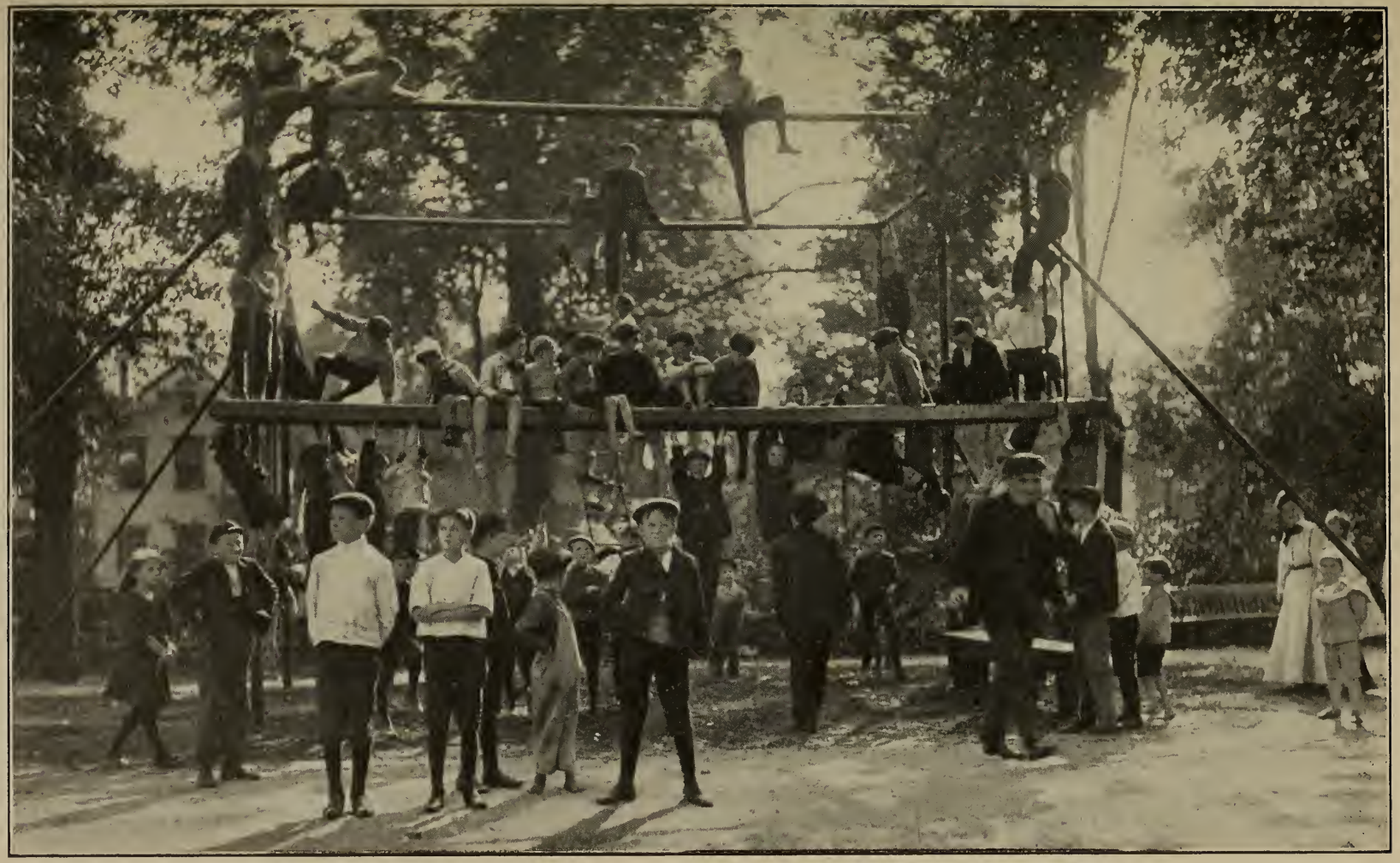
Breathing exercises, arms forward up over head and down to sides, several times.



Music is of course desirable for good marching, at least while learning, to indicate time and rhythm. The end can be gained in many ways: a small boy and a drum, a stick and a box, clapping hands, harmonica, singing, etc.



(See chapter 18 for description of above marching movements.)



Uses to which an outdoor gymnasium may be put; that is, the "feats" some venturesome boys accomplish in their motor education.

CHAPTER XIX.

EXERCISES ON OUTDOOR APPARATUS.

Suggestions — Giant Stride — Ladders — Horizontal Bar—Vaulting Bar—Rings—Rope Climbing—Pole Climbing—Other Apparatus.

Apparatus work in the outdoor gymnasium need not differ much from that done on indoor apparatus, except that some apparatus is used in playgrounds that has not ordinarily a place in indoor gymnasiums. The horse, the buck, the parallel bars, the ladders, the rings, etc., are at home in both places. Exercises for them can be secured from several books for that particular purpose. (See list at end of book.) The giant stride, teeter ladder, seesaw, merry-go-round, etc., are typical of outdoor requirements, although some of them are now and then found in indoor equipment.

Apparatus in outdoor gymnasiums is ordinarily used in different spirit from that indoors. Less attention is paid to form and technical correctness of exercise. The apparatus is regarded more as something to be gotten over, an obstacle to be overcome, than as a means for performing in correct form. In other words, the recreative idea is uppermost out of doors. There is no reason, however, for not doing gymnastics on outdoor apparatus just as carefully and accurately as indoors. The writer's mind goes with this method, but it is not the method used in most American outdoor gymnasiums. There are reasons of value why this is so.

Sometimes it depends on the local conception of the purpose of a playground in general and of an open air gymnasium in particular. The idea of a playground as a place for pure recreation might naturally place the gymnasium in the light of one means to secure that recreation. If the playground be considered an important place for rational education in the broad sense, then the gymnasium department is likely to be systematically used as one means to educate the

children and the older ones in certain social, moral, ethical, principles. The exact status of playgrounds is not yet acceptably defined, hence the use of apparatus varies widely in both extent and method.

Where apparatus is used systematically, the feasible way is undoubtedly to divide the class or large group into small squads or little groups, each squad having an instructor or a volunteer leader. The squads should alternate in the use of each piece of apparatus so that all the exercisers use all the apparatus at some time during the allotted class period. By this method some degree of discipline can be maintained; not too rigid but enough so to prevent undue scrambling and confusion, and to make it possible for each indicidual to have a fair show. Without some such systematic arrangement, the "smart" ones will do an exercise they like as many times as they can, to the disadvantage of more timid ones who stay in the background. The timid ones need encouragement; the over-strenuous need repression; a system and an instructor able and willing to enforce it will do both, thus adding to the general efficiency of fair play, exercise and a good time.

The illustrations given in this chapter are meant for inspiration without attempt to be complete, exhaustive, or systematically arranged. (See pages 134, 135.)

Giant Stride.—A piece of apparatus of much value enjoyed by children. Exercises are usually performed in circles in motion. See illustration (page 94), showing six girls running in the ordinary way. When sufficient momentum is obtained the girls may raise feet from ground and be carried along in the air, touching feet to the ground now and then to keep up the motion.

The same idea can be carried out with simple dancing steps in place of running.

Fig. B and C (page 135) show different methods of holding the ladder or grip while running or skipping.

Fig. D, E, F show the exercisers swinging with feet raised from ground.

Fig. G shows two boys running on one ladder.

All exercises should be reversed; that is done on both right and left sides.

(See "Code Book," Puritz; "Elementary Gymnastics," Arnold; for variety of systematically arranged exercises. See list at end of this book.)

Ladders.—There are various types of gymnasium and playground ladders as shown in the illustrations in chapter 8, including the horizontal, inclined, and vertical, and combinations of the three. (See page 117.) Most children will find uses for this class of apparatus without instruction but for classes and systematic exercise with large numbers, as well as for the children who are not spontaneously adventurous, some instruction or guidance is desirable. The illustrations suggest possibilities. (See "Code Book," Puritz, for additional exercises.)

Fig. A — (Page 134) Hanging, hands in ordinary grasp, right leg raised to side.

Fig. B—Hanging, hands reverse grasp, both legs spread.

Fig. C—Hanging, hands grasping rungs of ladder, left foot raised behind.

Fig. D—Facing end of ladder, both knees raised, arms extended, hands grasping sides of ladder.

Fig. E—Facing end of ladder, legs raised from thighs, arms flexed, hands grasping rungs.

Fig. F—A method of climbing the vertical ladder.

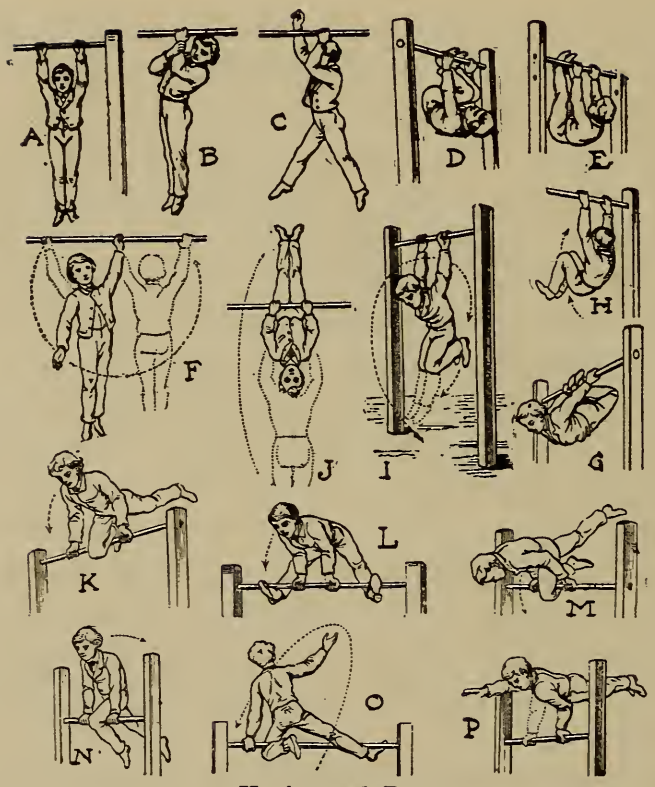
Fig. G, H, I, show three methods of climbing an inclined ladder.

Fig. J—Ascending side ladder on side.

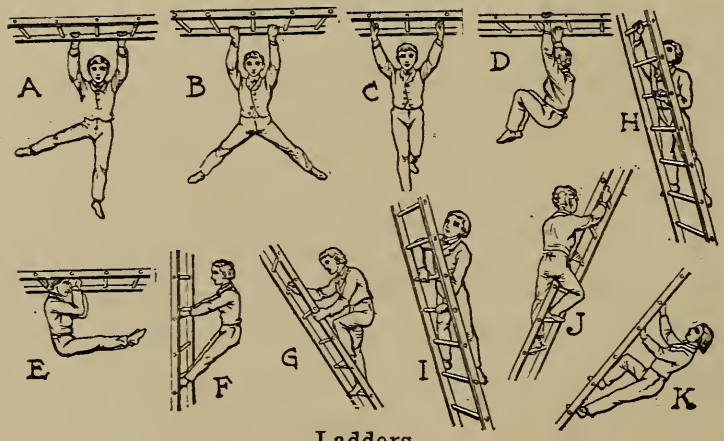
Fig. K—Ascending inclined ladder on back.

Horizontal Bar.—The horizontal bar is popular with boys of all ages and with girls under some conditions. The bars are sometimes made adjustable so that the height from the ground can be altered to suit the performers. Sometimes several heights of stationary bars are provided. In chapter VIII, is shown a bar which may be adjusted to almost any height needed.

Drawings (page 134) show sample exercises and positions from elementary or simple to more advanced or those more difficult to execute. The difficult exercises should never be tried by inexperienced children unless a competent instructor is at hand to aid if necessary. Still accidents are surprisingly

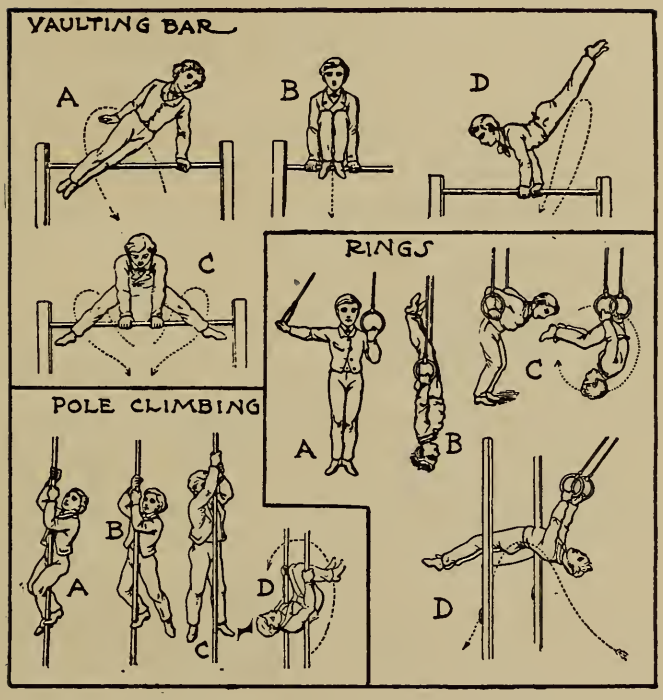


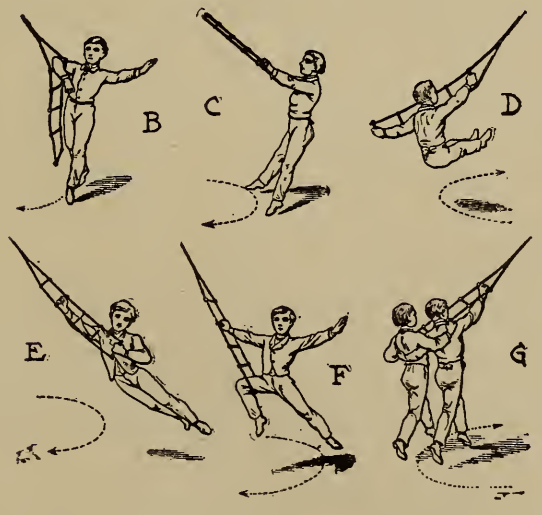
Horizontal Bar.
(See page 133.)



Ladders
(See page 133.)

Pole Vault. **Broad Jump.**
(See page 142.)





Giant Stride.
(See page 132.)

few with children who do try "stunts" regardless of consequence. Instructors should not prevent boys from trying and learning the difficult and dangerous feats. That is an important part of the boys' education. (See Mr. Lee's remarks in chapter VII.)

Fig. A—Ordinary hanging position.

Fig. B—Grasping left wrist with right hand, pull up.

Fig. C—Traveling along bar, hand over hand.

Fig. D—Feet to the bar, knees bent.

Fig. E—Feet to the bar, knees not bent.

Fig. F—Traveling along the bar, with body turns.

Fig. G—Circling the bar, keeping legs straight.

Fig. H—Turning through the hands or "skin the cat."

Fig. I—Showing completion of movement in H. The performer may drop to the ground from this position or pull-up and return to starting position, shown in A. The return is difficult at first.

Fig. J—Starts as I but when feet reach the bar they are kept there and body forced through to position shown in drawing.

The following are in the line of "stunts" for beginners and it is always wise to have someone at hand who is competent to look out for the exercisers.

Fig. K—A method of circling the bar known as an "Instep circle."

Fig. L—Another form of "Instep circle," both insteps being used.

Fig. M—"Knee circle" forward; may also be done backward as shown in N.

Fig. N—"Knee circle" backward.

Fig. O—A little more "nerve" required to do this "knee circle" forward; performed thus: first, position as in Fig. N; second, right (or left) leg up until instep touches bottom of bar; third, let go right, (or left) hand and immediately circle forward.

Fig. P—Balancing on one hand on bar.

Vaulting Bar.—This is a bar placed at about the height of the performer's chest. It it used mainly as the name suggests—to vault over. When the horizontal bar is adjustable

(as mentioned under Horizontal Bar) it can be lowered to the proper distance from the ground. Exercises are shown in the accompanying drawings, A, B, C, D. (Page 135.)

Rings with their possibilities are of practical value, and interest boys and girls. The exercises (page 135) shown by drawings A, B, C, may not arouse so much enthusiasm from energetic older boys as the exercise shown in Fig. D, which may be made into a competition by having the boys jump for records; that is, to see which one or which side can get over the greatest height.

Fig. A—Hanging, one arm bent, other arm extended to side. An advanced gymnast may be able to extend both arms to sides at same time making a "cross."

Fig. B—Hang, head downward.

Fig. C—Turn over (forward or backward) from stand on ground; this is called the "dislocation" turn; it is well for small boys to not do much of it; it is a "stunt" that the average boy wants to do.

Fig. D—A method of using the rings as a means to jump over an obstacle. The exercise is done while swinging and an expert will be able, after practice, to get over an obstacle higher than the rings. The obstacle shown here is a set of jumping standands; any other obstacle may be used.

Rope Climbing is one of the best of exercises, not only for strengthening the muscles of the arms and legs, but for increasing the healthiness of the heart and lungs. So many muscles work together in climbing that the exercise is a capital one for aiding respiration and nutrition. There are several methods of ascending the rope. One is known as "one hand leading," in which the climber should stand close to the rope, then reach up and take hold with both hands, one just above the other; then raise the legs, without bending the arms, and grasp the rope; with one leg on top and one underneath. The rope should be held between the heel of one foot and the instep of the other, and between the knees. Now pull with the arms and straighten the body until the chest touches the hands. After this reach up again, one hand at a time, and repeat the movements described. A good deal depends upon a good hold of the rope with the legs, as much

of the weight of the body is thus taken off the hands. In the hand over hand climb one arm is moved for every stroke of the legs. To climb by means of the arms only is a good exercise for the biceps and other muscles. In learning, short steps should be taken, and the arms should be bent as much as possible. Later the economical way is to take longer steps. —Gymnasium.

Pole Climbing is another natural exercise that all normal children take to as a healthy duck to the water. The drawings, A, B, C, show three ways of climbing. Drawing D shows how to turn upside down between two poles. (See page 135.)

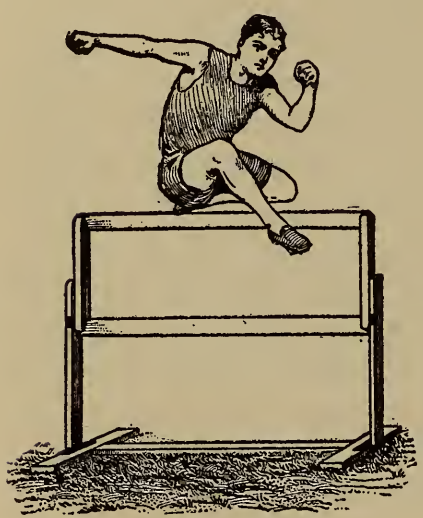
Fig. A—Same, with ordinary climbing position, using both arms and both legs.

Fig. B—Climbing with aid of hands and legs; using hands and one leg only.

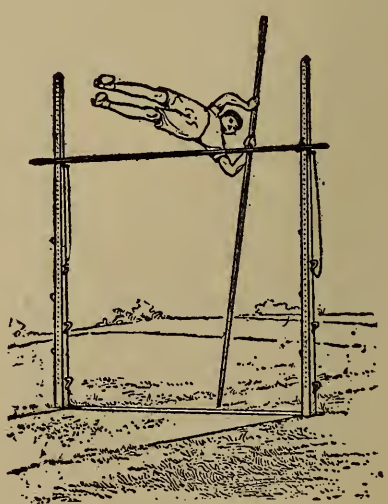
Fig. C—Climbing without aid of legs, using hands only.

Fig. D—Turning over on two poles, done in similar manner to Fig. C on rings.

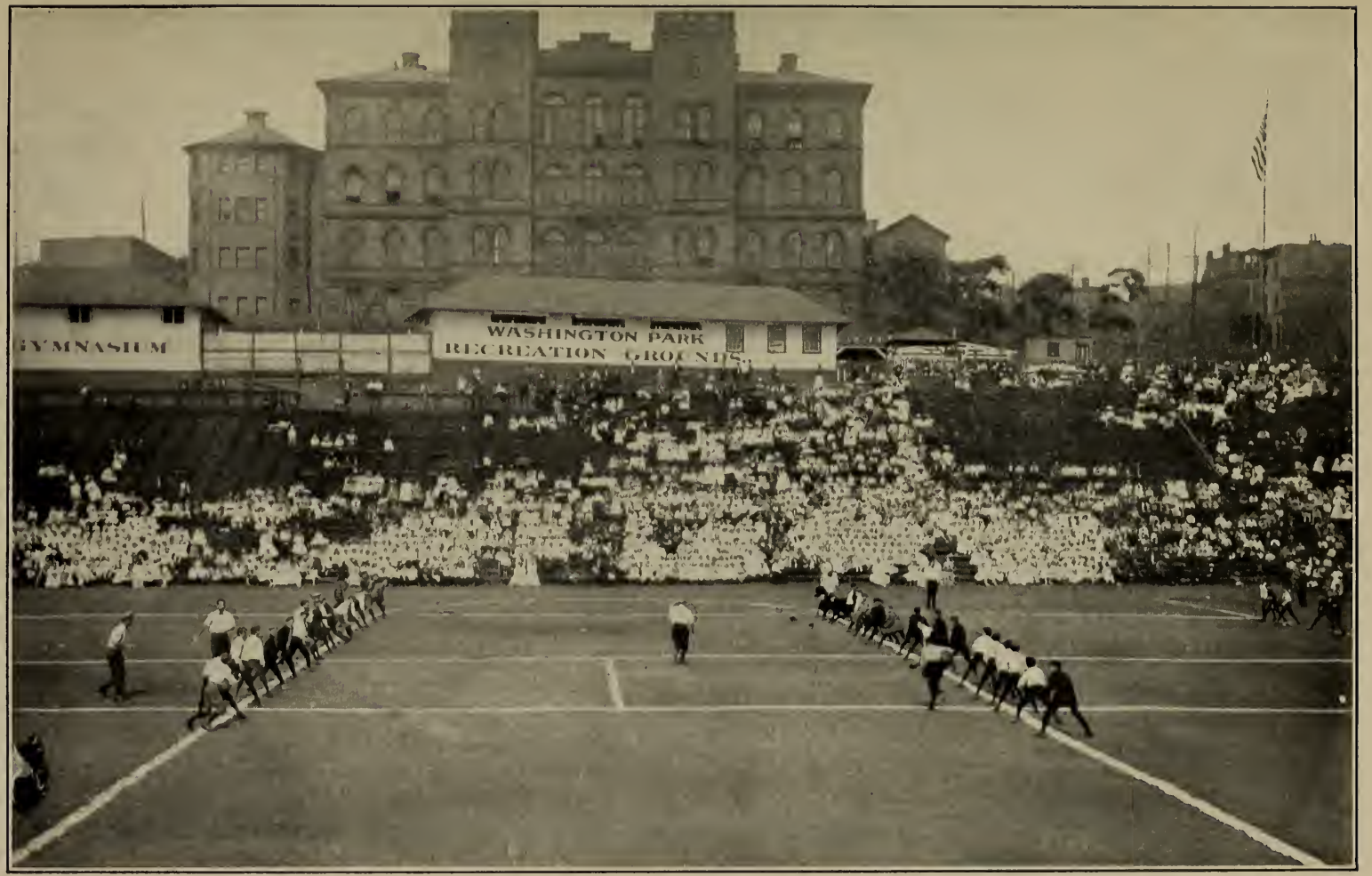
The buck, parallel bars and vaulting horse are universal pieces of apparatus in outdoor gymnasiums and in different forms are used in nearly every indoor gymnasium. There are numerous books of exercises. For a variety of suggestive exercises with apparatus the book "Popular Gymnastics," Betz, is of real value. (See list on page 268.)



Hurdle.
(See chapter 20)



Pole Vault.
(Drawing C, page 142.)



A scene at a playground meet or festival. The medicine ball race in progress, using the first method described on Page 13, Chapter 20.

CHAPTER XX.

ATHLETICS AND ATHLETIC GAMES.

Use Individuality—Girls Entitled to Athletic Attention—Off-hand Competitive Events—Public Schools Athletic Leagues for Boys and Girls—Relays—Walking — Fancy Starts — Serpentine Race — Obstacle Races—Medicine Ball—Other Activities.

Athletics are especially well adapted to outdoor uses. They belong in the open air. In the atmosphere of that substitute for out of doors, the gymnasium building, athletics always seem more or less like plants and trees boxed and potted in men's houses. In the playground, athletic events of all sorts give much pleasure and interest many boys and men who are little concerned about gymnasium apparatus work or anything else the establishment offers. There is no harm in this. There is no sense in trying to make every man in a mould, trying to turn out so many imitations of somebody else. Still less with a boy.

What is a boy's individuality for?

There is no use trying to drive him like a squealing pig, and about as unsuccessfully, into playground work he will not let you see he likes. If you are as wise as you ought to be to hold a playground appointment you will know how easily most any boy can be made to do almost anything a wise instructor wants him to do, if your patience holds out and you have something else to lead him to.

Right here is one of your chances, you playground instructor, to make the playgrounds live up to their ideals of service. Here you see one of the ways by which you can help a boy to be the sort of a man he ought to be and without being turned out of a mold made for some other embryo man.

But the girls have just as much right, thanks to twentieth century intelligence, to athletic attention as the boys and

men. Better still, they are getting it in the playgrounds and gymnasiums that are up-to-date. The ancient who wrote that "When strong is the mother her sons shall make laws for the people," hardly saw how the work of the American playgrounds would justfy his proverb. Truly there are no agencies today for the masses of the people that are making strong the frames of future mothers better or easier than the municipal gymnasiums and the playgrounds in cities.

Boys and girls always like running and climbing; inherited traits of prehistoric ancestry, the students tell us, but still matters of usefulness in today's civilizaion. Let the boys and girls run, then, and let them climb. They will anyway, so you may as well save yourself the trouble of putting obstacles in the way. Better guide their activities in these lines. Better conduct little informal running events for boys and girls under your watchful eye, or that of your assistants, and so use youthful energy naturally and rightfully. Your playground ideals may be very serviceably and practically applied even in a 20-yard dash.

Set your class of little girls, and big ones if you can, to running joyously down the grassy slope or along the cinder path after a rolling ball when they get restless and you want a minute of rest yourself; still better, help them get the ball; your dignity won't suffer and your influence with the class will increase. Well regulated, not overdone, familiarity and participation in the work of your pupils is an excellent thing for all concerned, more so probably in playground work than ordinarily in gymnasiums, where the walls and roof seem to spell restraint and repression.

There are many technical points that can be made plain to the boys, and some of like nature to the girls, regarding right ways to jump, vault, make starts, run, and so on. There are too many of these to make detailed mention possible here. For example, in the running broad jump the instructor may explain as well as illustrate (when possible) but explain at least, how to go about this form of exercise to get correct form and to get the most distance for record; the two aims belong together. Good form and good records seldom come apart from one another. In other words doing things right

brings a definite reward. Most any instructor will see the ethical bearing of this on life in general and can tactfully let the older children into the secret at opportune times.

In the Running Broad Jump it is important to know how to strike the "take off" (the place from which the jump is made) at the right instant so not to loose the force of the coming jump. This calls for practice and much of it, in most cases. Any old way will not do, if good results are to follow. Then having made the "take off" properly, the jumper needs to acquire the knack of getting the knees well up to the chest from the instant of leaving the "take off," while going through the air and until the instant comes to extend the legs forward to get the most distance when the feet strike the ground.

These elements of a jump in good form need a great deal of practice and intelligent coaching; it can be done in classes for all general purposes; the intelligent individual who gets to the stage where he or she wants to try to "break a record" can have an occasional word from an instructor that will help. Making champions, giving a great deal of attention to one or two or half a dozen individuals, is very seldom feasible on playgrounds that are properly conducted, unless there be an instructor whose business it is to do such things.

If the general run of individuals, the masses, suffer because the instructor gives too much time and thought to a few, the few should be left to solve their own problems. This mistake is made in some city playgrounds and they have become mere athletic training fields for a few would-be cup winners. There is nothing whatever to be said against this; it is part of the purpose of a playground for older boys and men to make such practice and training possible and convenient with expert instructors; but the point is that the needs of the many must not be sacrifieced to please the few. It is just this sort of mistake that has caused grave maladministration in college physical training; the great mass of students get less attention than they require while the few star athletes get much more than they ought to have. Playgrounds need to be administrated so that this criticism cannot be justly made against them.

Running Broad Jump, or Long Jump, over Obstacle.—In this exercise the "take off" or start of the jump is some distance from the rope. The object is to clear as great a distance as possible. This jump is an opposite to the High Jump where the purpose is to get up as high as possible. The regular Running Broad Jump in athletic competitions is done in the same way, usually without the obstacle to jump over. For playground purposes, aside from the set contests, the obstacle offers a pleasing variation. The "take off" out of doors may be from the level ground or from a raised board as shown in the drawing.

Pole Vault.—The starting position "A" (page 134) shows how pole should be held with lower end up at about level of eyes. After the run toward the rope, at the instant the vault is to begin, the end of the pole is placed on the ground (see B) and the vaulter rises with the pole in the air. Drawing C (page 138) shows him in the air about to go over the rope.

There are two forms of **Hurdles,** the low and the high. Both are in common use. The low hurdles are commonly used for girls and boys; men use them also. The high hurdle is by regulation 3 ft. 6 in. high, the distance run being 120 yards, the hurdles ten yards apart with the first hurdle 15 yards from the starting point and the last hurdle 15 yards from the finishing line. The low hurdle is 2 ft. 6 in. high, the distance 220 yards, the hurdles 20 yds. apart with the first hurdle 20 yards distant from the starting line, and the last hurdle 20 yards from the finishing line. These are the official distances and heights. Of course for ordinary playground purposes it may be wise to modify both. (See drawing page 138.)

In the **Running High Jump** the object is to go over the bar or rope at a distance from the ground. In a contest each jumper is allowed three trials at each height and if he misses three times in succession at a height is diqualified from further jumping. For playground purposes this rule may be overlooked, in practice, although it is important that the official ruling be understood so that there may be no confusion in actual contest, when disputes over rules are always disagreeable.

The Public Schools Athletic League Movement, which

A Game of Basketball. The illustration shows the ball in the air, having been tossed up by the umpire now seen standing at the right, and being jumped for by one of the "centers."

Modern physical training in playgrounds and elsewhere wisely provides athletics for girls as well as for their brothers. Here is shown a girl making a high jump. Note the instructor standing ready to lend a hand if necessary. At the extreme right is the scorer, with score sheet ready to record the height of the jump, this being a contest.

has been taken up in various cities to systematize that part of the school boys' physical activity, extending also to the girls, has a natural alliance with playgrounds. Considerble information on the subject is easily obtainable.

The idea that has been in the minds of most of the promoters of the Public Schools Athletic League has been "not merely or mainly to promote athletics among those boys already athletically trained, but to develop a large number of boys who know nothing about the various sports." An important element in the accomplishment of this purpose in New York City has been the type of work known as Class Athletics, the object being to get every member of a class in a school to compete; the class securing the best average getting a trophy, to be hung in its school room until the next competition.

A so-called "button test" affects the individual boys. Each boy who, hanging from a bar, can pull himself up by his arms a certain number of times; run a certain distance in a specified length of time; and jump a certain distance, is awarded a bronze button. There are also track and field sports, basketball, football and baseball competition. (The P. S. A. L. Handbook contains details.)

The ideal, in evolving plans for organized athletic work in the classes, has been to maintain and emphasize the difference between school athletics, or athletics that can legitmately have a place in connection with educational work, and the athletics of the athletic club; also to avoid "athletics being run away with by the intense competition spirit." The ideal thus outlined has been followed with a considerable degree of success, although with some lapses and occasional disadvantageous circumstances peculiar to new movements.

Girls' Branch of the Public Schools Athletic League of New York City.—The girls' branch has been doing, since 1905, a work of considerable importance for the girls in the schools of New York City, and also, incidentally, for their teachers. The type of work carried on has been mainly folk dances and athletic games. Between 7,000 and 8,000 girls attended classes in 1907 in 128 schools, under 250 teachers.

Athletic Features.—Of organized athletic events or meets for the boys and men, and for the girls and women, little will be said in this book. A trained instructor is needed for this work who ought not to require much from books of this type.

There are many informal off-hand competitive events that are just as enjoyable and beneficial as those requiring more machinery and trouble, aside from those that are classed as games. Some events come on the border land and are both games and athletics. Such, for instance, is the **Potato Race,** always a source of fun and excitement if sides are well matched. The **Medicine Ball Race** is of similar nature. **Basket Ball Relay Race** is another. **Obstacle Races** are of similar class. They take in running, not too long nor too arduous, or not necessarily so, are not over competitive, and take in a little of the team spirit of organized games.

For boys there is good fun in a Four Legged Race, Wheelbarrow Race, Three Legged Race, in Walking Matches, in various Fancy Starts for 20-yard dash.

In the **Wheelbarrow Race,** one boy has his hands on the ground while another boy grasps his feet. The boy on the ground walks or runs on his hands as the other boy pushes him along, not too rapidly, wheelbarrow fashion. This event becomes a race when four or more couples are lined up to race for the finish line.

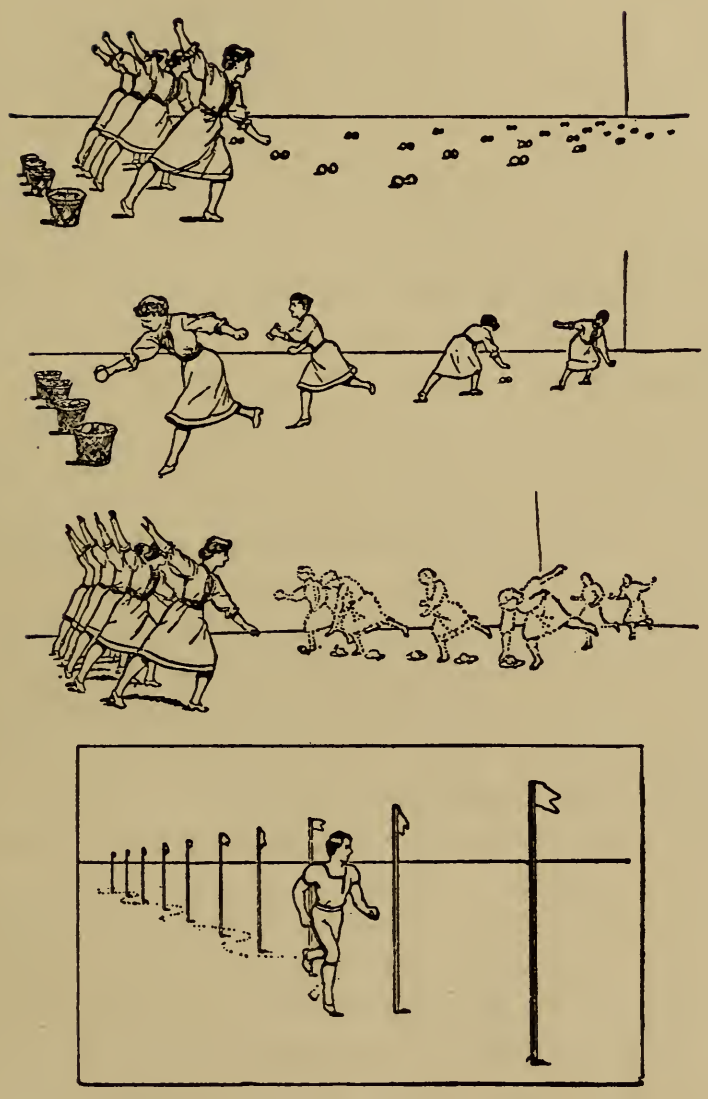
In the **Three Legged Race** two boys have a leg each fastened together below the knees so that the two legs united move as one. In running, each boy clasps his inside hand over the outside shoulder of his mate.

In a **Four Legged Race** two or more individuals start on signal, on hands and feet, and continue in the same position to the finish.

Walking Matches may be started as in running races or may be varied by starting back to the finish line, walking backward instead of forward.

Fancy Starts for 20-yard dash may be from lying down position, head to starting line, feet to line or side to line. At signal to "go," the boys must rise from prone position and get under way for the run by the quickest method.

A more elaborate event, but one that calls for no formal



Top drawing shows start of Stone or Potato Race. (See page 165.)

Second drawing shows finish of above race.

Third drawing shows Ring and Apple Race. (See page 165.)

Bottom drawing shows the Serpentine Race. (See page 146.)

organization more than choosing sides, is the **Serpentine Race,** equally good for boys and girls.

Ten staffs or poles about four feet high are stuck into the ground in a straight line about ten feet apart. The first pole should be ten feet from the starting line and the last pole ten feet from the finishing line. If a number of runners are to take part, four lines of poles should be set up. Unless several such courses can be laid out, the competitors will have to run separately and be timed. The race is run by passing the first staff on the left side, the next on the right, the third on the left, and so on. The one reaching the finishing line in the shortest time wins the race.

This race may also be run with dumbbells or even stones placed on the ground or floor at regular intervals, instead of staffs. The distance between poles can be altered at will; or the number of poles can be decreased, thus reducing the distance to be run.

An elaboration of the same event can be made by hopping on one foot instead of running. Either foot may be used but only one; that is, feet must not be changed during the race. It may be wise to use only five or six poles, for hopping is much more difficult than running.

A third event on the same foundation is the **Chain Race** in which from 8 to 30 boys (or girls) can compete at each line of poles. The leader of each group toes the starting line as usual. The second boy catches hold of the first boy's belt, or coat, or grasps one shoulder; and all the others do likewise until the chain is complete. The chain must not be broken nor pole knocked down during the race. The finish is when the last boy passes the finish line. The group finishing first wins the event.

There is plenty of fun in this for both spectators and participants, hence it is good for exhibitions. From 8 to 120 boys may participate at once, as indicated.

Of **Relay Races** there are many varieties but the fundamental principle is the same in all. (See also Chapter 30.) Usuallly two sides are chosen, of equal number of persons. Each side should have a captain or leader. The leader selects the member of his or her side to start first and those to

follow in regular order. This is done before the race starts. On a mark the first runner stands or "sets" ready for the instructor's signal. At the signal the one member from each side starts. The runner completes the allotted course by returning to the starting point, touches the hand or person of the next runner, who immediately starts off. This goes on until all the members of one side or both have run. The side that first gets its last runner back wins.

So much the general principle of Relay Races. Now for a concrete example. Take the **Basket Ball Relay** mentioned above:

The two sides of from four to a dozen individuals are chosen. The leader, or captain, may place them in the order in which they are to start, or the instructor may do so. The first boy (or girl) on each side has a basket ball. At the signal he runs to the regular goal perhaps 20 yards away, tries to make the goal by putting the ball in the basket and keeps trying until he does it. The one who gets his ball in first returns as fast as he can with the ball to his starting point, touches the next boy who at once starts over the same course. This is kept up until all of one side have run, made baskets and returned to the starting point. The real fun comes when two boys are at the goal trying to make the basket simultaneously.

If desired the same game may be played with a box or a barrel standing on the ground in place of the elevated goal. In this case, the ball is thrown or tossed from a line a few feet in front of the receptacle. It can be played with a bean bag or bag of sand tossed into a box. (See also chapter 30.)

The Basket Ball Relay is just as good for young men, or for girls, as boys. If an instructor has to deal with a group of boys or men who are "basket ball fiends" and would apparently play the game continuously, the basket ball relay is one of the strong temporary antidotes.

In an **Obstacle Race** the contestants pass certain obstacles on a course. Perhaps the obstacle will be a jumping standard midway in the course to be jumped over without knocking off the bar or stick. Or the obstacle may be crawling under a blanket spread on the grass with the four corners

fastened down by large stones or wooden pegs. Two or more obstacles may be placed in a course. If the class is large, a whole playground may be used with a number of obstacles. If two sides have been chosen in this latter case, care must be taken to so plan that the two sides do not get confused and mixed. This precaution is necessary because with a large class there are likely or almost sure to be slow members who do not keep up with the procession and so provide the chance for confusion.

Regular apparatus can be well used for the obstacles. For example, the class divided in two sections might start from the line of departure on signal, vault over a bar or a horse, then under the blanket on the grass, then climb a ladder and down the other side, then a 10-yard sprint down the track to and over a low hurdle, on over the track and jump the stick for high jump placed low, then across the grass to the frame and travel hand over hand from one end to the other (provided the frame can be so used), then back to the starting point. The side getting all its runners back over the starting line first wins. Of course advance planning must be made to prevent the sides coming together, as before stated, but this is easily done.

A less elaborate form of obstacle race would use only a small section of the playground, perhaps only two or three pieces of the apparatus. If there should be no apparatus the obstacle race could still be used. Most any playground will yield an empty barrel, an old box and a stick six feet long or more. If no long stick is to be found set a couple of boys at work splicing two or three short pieces with the string every true boy has in his pockets. Set the barrel with side towards the runners, braced with small stones to prevent undue rolling. Place the stick across the box with the two ends projecting on either side. Now start the runners, having them jump over the barrel going and over the stick returning. There we have all the elements in crude form of any obstacle race.

The same idea as the foregoing is contained in **Follow the Leader,** in which a group of boys or girls follow a leader and imitate as exactly as possible every movement the leader

makes. This as a natural game, that is, boys and girls will use it without direction and hence by suggestion of an instructor without recognized direction.

Apparatus is not always needed to get results. But of course use the apparatus if it is available and get it as soon as possible if it does not exist. Being adaptable and making use of make-shifts is sometimes a good way to influence committees and officials to provide equipment. There was a hard-hearted committee that refused repeated requests for some jumping standards and sticks. They visited a certain playground unannounced one afternoon and found the teacher arranging the old box and the spliced sticks referred to and saw how they were used. Nothing was said about it but less than a week later the caretaker informed the teacher that he had received a brand new set of a manufacturer's best jumping stardards and a dozen sticks. Results count more than words sometimes.

Among other good, informal events that can be used in playgrounds is the **Medicine Ball Race** already referred to. The main objection to this for outdoor purposes is that the balls may not be adapted to open air usages and may get lost, but this objection should not apply where there is satisfactory discipline or sufficient instructors and assistants. If the balls are not feasible tools, the game can be played with other appliances, as suggested.

As an illustration of how a resourceful teacher may overcome such handicaps as lack of equipment, it is related that in a country school where the play spirit had entered there was a desire to have a medicine or basketball relay race. But there were no balls nor money to buy them. So the teacher led her class to a pumpkin patch where a load of excellent equipment was quickly secured, just right for the contest. This particular method would not be very feasible in a city playground; pumpkins do not grow in sufficient number on brick walls and pavements; but the idea can be used anywhere.

For Medicine Ball Race or **Medicine Ball Passing** (both terms are used properly enough), two sides are chosen as already outlined, but each side is lined up in file, each player

one to two yards behind the one in front, the first player being on the starting line. The exact distance between players will depend on room available and size of the class. At a signal from the instructor the two players, one in front of each line, start a medicine ball rolling backward between his legs spread apart. The player behind gives the ball a push as it rolls between his legs and each player in line does the same until the ball gets to the last man. He runs forward with it as fast as he can to the head of the line. There he instantly starts it rolling backward again as at first. This is repeated until the first man is again at the head of the line, which indictes that his side has won. The game may be repeated; usually the players demand an encore. In this case it may be arranged that the side winning two out of three rounds, or three out of five, will be declared winner of the event.

With a large class three, four or six lines should be made instead of two. Roughly speaking, a dozen players is enough for a line.

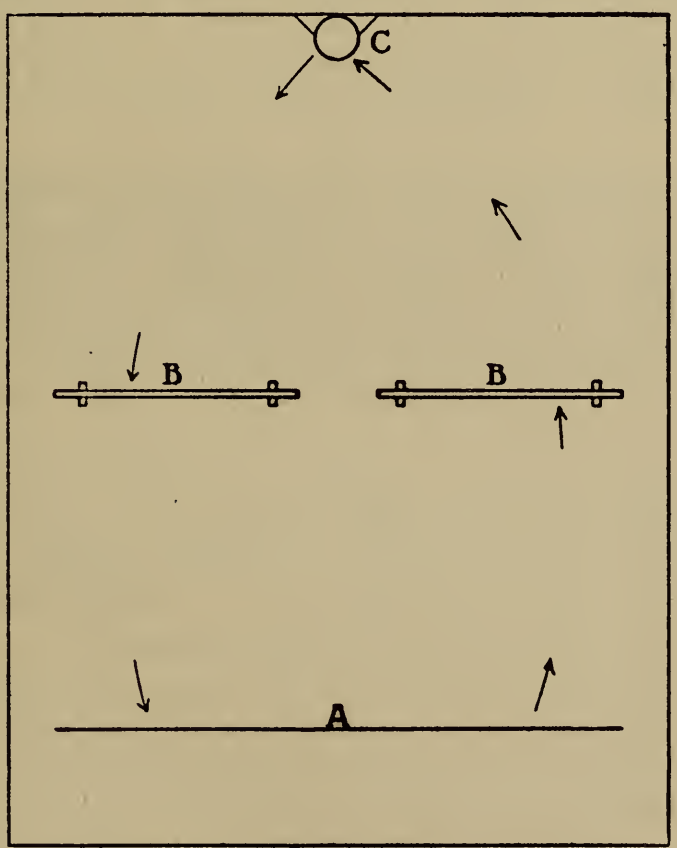
A variation of the Medicine Ball Race may be made by using Indian clubs and passing them back from hand to hand, between the legs; or, still another variation, over the head; or, still another way, first player passing over the shoulder, second player passing between the legs, and third over the shoulder, and so on alternating to the end. The first variation has its own name of **Indian Club Hustle,** an appropriate title for obvious reasons.

The clubs may be shoved backwards on the ground or floor. Again a basket ball may be used, each runner being required to make a basket before starting the ball backward between the legs; or it may be required of the very last runner only that he make a basket. A name for this game is **Basketball Hustle.**

Bean bags may be used by girls in place of clubs or balls in either of the foregoing games and variations.

The **Obstacle Racing Game** has some interesting features: Two contestants start at a time from a line. Each with a basket ball. Go under first low obstacle bar. Make goal. Return under second obstacle bar to starting line. One making fastest time wins.

This offhand competition event combines several good elements of recreative work. It requires good judgment from those engaging in it. It is intensely interesting to both contestants and spectators. At no time from start to finish can the winner be picked. It requires no practice or experience, although both are of advantage. It brings in a feature of interest to basketball men. Would-be sprinters are likely to regard it favorably. Any number can take part, the newest man as well as the seasoned gymnast or athlete. It can easily be adapted for either sex. Boys and girls as well as young men and women can use it. It can be introduced in place of a more formal game. It works well as an event for an exhibition pro-



gram. It requires no new apparatus or material. It is simple and readily understood by contestants and spectators.

The object of the racing game is to carry a basket ball from start to finish in the least time without letting it touch the floor or ground. The contestants are started in pairs. The time of each, or of the fastest, is taken. As many pairs as there are to compete are started. If there are not too many,

the fastest in each heat are run again, and so on until one is the winner. But if there are many contestants this method is apt to prolong the event beyond reasonable limits. In that case the four best may be selected and run until one is the winner.

Each contestant starts with a basket ball held by his hands or arms. He runs to the first obstacle as shown in the diagram (B). The obstacle is pair of jumping standards on which is a stick placed not more than two feet from the floor. (Eighteen inches is better for men and boys.) He must go under the stick without knocking it off, and then continue his run to ordinary basket-ball goal (C) opposite the starting line. He has now to put the ball in the basket. As soon as he has made the goal he continues with the ball and goes under the second obstacle, which is like the first, and back to the finishing line.

Time is taken from the instant the starter's signal sounds until the line is crossed. If a runner drops or loses hold of his ball he must secure it before he continues. If he displaces a stick of either obstacle, that is counted a foul, and he must drop out. But in such a case he is allowed a second trial. He may crawl or roll or get under the bar in any manner he chooses.

The man who starts from the right-hand side of the starting line will go under the right obstacle first. He will return from the goal under the second or left-hand obstacle, and finish at the left side of the starting line. The man who starts from the left side will take the reverse course.

By placing the standards on the lawn or on a grass-covered field, the game can be carried on with good effect. If the pupils will agree, it can be used on a dirt or gravel court, but a good bath is very sure to be needed under such conditions. If it is not convenient to set up basket-ball goals out of doors, this variation can be made: place a box or barrel about ten feet from a line which should be at the position of the basket or goal marked "C" in the diagram. Have the contestants toss the balls into the box or barrel instead of making goals.

When regulation jumping standards are not available, the obstacles can be placed with the ends resting on boxes, stones or other supports of sufficient height.

CHAPTER XXI.

OTHER GAMES ADAPTED TO PLAYGROUND USE.

Baseball—Basketball—Indoor Baseball—Volley Ball—Lawn Tennis—Playground Ball—Long Ball—Class Basketball—Double Corner Ball—Lang Ball—Bean Bags—Duck on the Rock—Bull in the Ring—Skipping Rope—Atalanta Race—Stone or Potato Race—Horses and Riders—Progression in School Games.

Section One.

Team or Organized Games.

The preceding chapter has touched on one form of play and games. Now we come to consider more particularly organized games with regular or temporary teams and other paraphernalia; in the second section of this chapter some games that do not need formal organization of teams but provide for large numbers of individuals playing at once; and in the third section a plan for systematizing school games for educational purposes.

Of course there is **Baseball**; no playground can keep house successfully without it. Neither need a new book print its rules. A man 35 years old who recently saw his first game of indoor baseball in a gymnasium was heard to apologize for his ignorance of the national summer game. That is the attitude of many men, for not all Americans are baseball fiends, and this can be proved in case of need. A live American boy may not apologize, perhaps, but he will do other things equally good for his purpose if he has to reveal an ignorance of baseball.

Indoor Baseball is not baseball out of doors, but it is a good substitute. In the playground it can be used for the strenuously inclined girls who want to do what their brothers do, and has been so used with success. This game is more known, even for men, in the West than in the East, but has a fairly universal use in the United States.

Basketball, although nominally an indoor game, is played outdoors with good results, by both sexes and all ages. The rules are well known or easily secured.

Volley Ball is used in a good many playgrounds and is well adapted for the requirements. The space for a game is about equal to that needed for a tennis court.

Lawn Tennis is a game of apparently increasing popularity and should find a place in such playgrounds and fields as can afford the space needed for the courts. Two courts should be installed, and more if possible. If only one court is feasible, the officials must decide whether to use the space for that purpose or for some other feature.

Various adaptations and modifications of ball games have been made from time to time. Two such are here described:

By E. B. DeGroot.

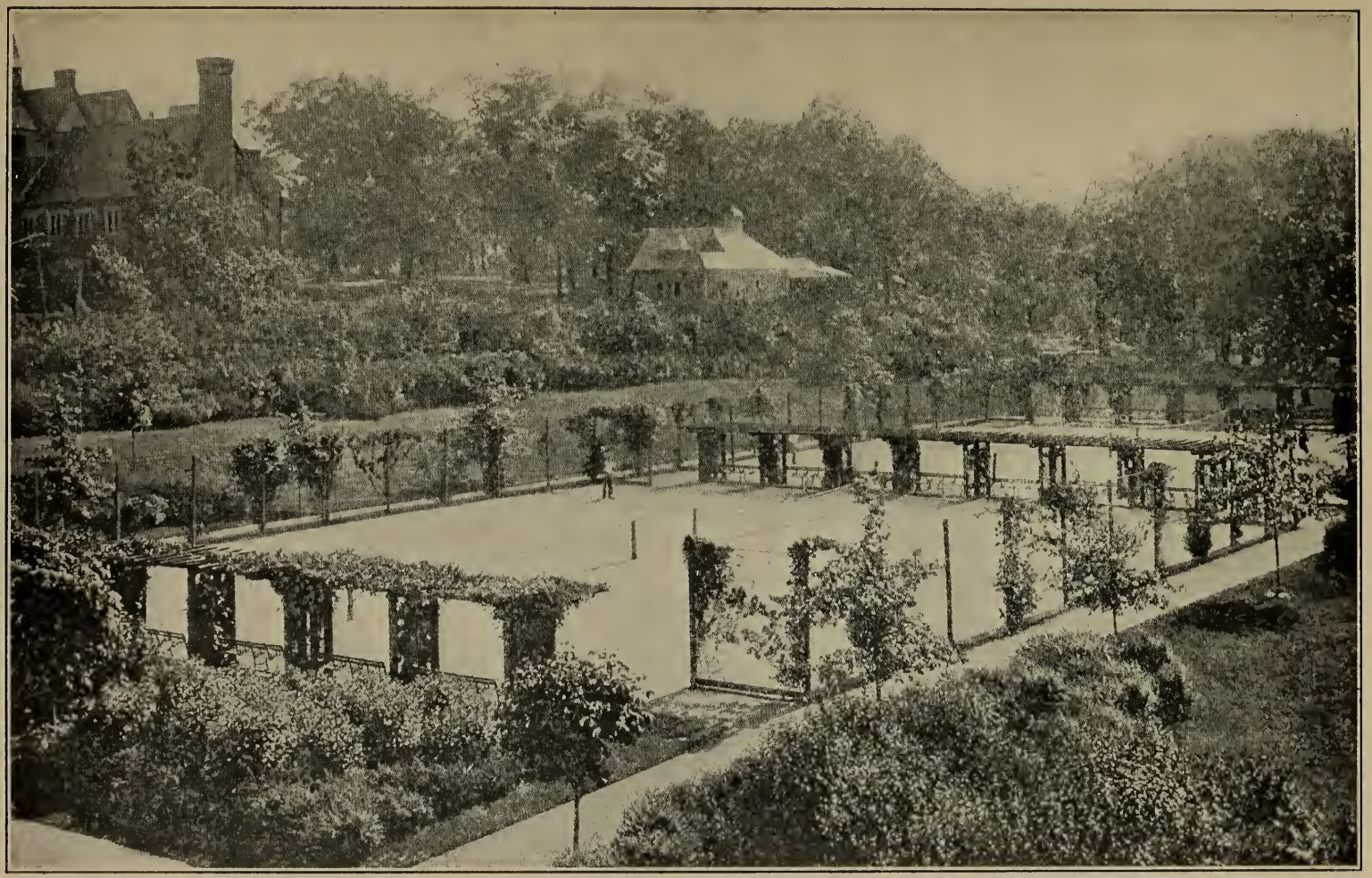
A question which presents itself to every playground worker is what game may be most easily taught and permanently acquired and practiced among children of all ages? An investigation in the playground, gymnasium or school room will demonstrate that it is a game which centers about a ball, or, more likely, a ball and a bat.

The factors involved in playing baseball (striking an object with a club, throwing a missile with force and accuracy, and running to base to defeat the throw of the opponent) express, more than the factors in any other game, the activities of our early ancestors whose existence depended in great measure upon their ability to wield a club, throw accurately and run swiftly. Thus great historical significance seems to attach to baseball or games with ball and bat. This thought is, at least, in harmony with Dr. Gulick's Study of Group Games.

However that may be, we have observed in Chicago, with Joseph Lee of Boston, that not many games are needed in our playgrounds, but one good game, properly worked out and presented will give the greatest satisfaction to all concerned. Proceeding in accordance with the theory suggested above, we have developed two games in our South Park Playgrounds which we have named "Playground Ball," for outdoor use, and "Long Ball," for indoor use. The latter is also played outdoors but not to great extent.

Playground Ball.

Briefly, Playground Ball is our traditional game of American baseball so modified that it may be played in large cities and restricted areas in spite of the adverse conditions found in these places. This form of baseball is also intended to give encourage-



Tennis courts need not be inartistically equipped. This illustration of courts in Pope Park, Hartford, Connecticut, shows ornamental possibilities.

ment to a prolonged period of playing the national game among men who have passed the age or physical condition when they may comfortably handle a hard ball or run thirty yards between bases. Some of the more distinctive features of this game are as follows: The cost of equipment is very insignificant, there being no reason for the use of mask, protector, mit or gloves. Ten players constitute a side, thus engaging two more players than are engaged in a game of baseball. This game will not lend itself readily to the commercial and professional tendencies so common in baseball. It is distinctively a game for "fun," to be played by either young or old gentlemen.

The diamond may be laid out in a school yard, playground, vacant lot, golf club grounds, tennis courts, or on a lawn. The ball is too soft and yielding to injure players or spectators. The first batter at bat, at his own discretion (rule XXIV) may run to either third or first base. This play opens possibilities for perception and action that are exlcuded in baseball. It will also more frequently engage the fielders on the left side of the diamond.

Scoring by points (rule XIII) gives each playre and team credit for every successful play that places a man on base. This method of scoring (five innings constituting full game) enables school and playground leagues to conduct tournaments and play a great number of games in a single afternoon, with slight probability of ending with tie score. Some of the rules unlike baseball are as follows:

Rule I. (The Diamond.) Each side of the diamond shall be 35 feet long. The distance from home base to second base and from first to third base shall be 48 1-2 feet. Bases shall be 18 inches square, and the home base 12 inches square. The pitcher's plate shall be 10 x 12 inches and shall be fixed 30 feet from home base on a straight line between home base and second base. The batsman's box (one to the left and one to the right of the home base) shall be four feet long and three feet wide, extending one foot in front of and 3 feet behind the centre of the home base, with the nearest side six inches from the home base.

In the South Park playgrounds we make the bases and pitcher's plate of wood, sink and fix them flush with the earth and paint them white. (2 x 4-inch stick of lumber is used for a pitcher's plate and strips of hard wood screwed to 2 x 4-inch sticks, are used for bases.

Rule III. (The Ball.) The ball shall not be less than 12 inches nor more than 14 inches in circumference. It shall not be less than 8 ounces nor more than 8 3-4 ounces in weight. It shall be made of a yielding substance covered with a white covering. The 14-inch ball is recommended for use where the playing space is a small area.

Rule IV. (The Bat.) The bat shall be 2 3-4 feet long and not larger than 2 inches in diameter

at the largest part. It shall be made entirely of wood.

Rule V. (The Players.) Ten players shall constitute a side or team. The players' positions shall be such as shall be assigned them by their captain, except that the pitcher must take his position within the pitcher's lines as defined in Rule VI, while in the act of delivering the ball to the bat. There shall be three outfielders, right and left short stops, three basemen and a battery.

Rule VI. (The Pitcher.) The pitcher shall take his position facing the batter with both feet on the ground in front of the pitcher's plate, and when in the act of delivering the ball to the bat must keep one foot in contact with pitcher's plate. He shall not take more than one step in delivering the ball, and his pitching arm must swing parallel with the body. Before delivering the ball to the batter he shall hold the ball in front of his body and in sight of the batter.

Rule XVIII. (Scoring.) One run shall be scored every time a base runner, after having legally touched the first three bases, shall touch the home base before three men are put out. If the third man is forced out, or is put out before reaching legal base, a run shall not be scored. The game may be scored by points instead of runs, as follows: Whenever a player arrives safely on a base, one point shall be scored for his side. It shall not make any difference whether a man is left on base when three men and his side are retired. If a player completes the circuit of the bases, four points shall be scored for his side.

Rule XXIV. (Order of Bases.) Base runners shall touch each base in regular order, i.e., either first, second, third and home base; or, third, second, first and home base. The first batter at bat, or when there is no runner on base, shall have the option of running to either first or third base. The next batter shall run the bases in the same order. Example: The batter must run to third base after he hits the ball, or is entitled to a base, if the previous batter ran to third instead of first base, and is still on base.

Rule XXVI. (When Base Runners May Start.)

(a) A base runner shall not leave his base when the pitcher holds the ball, standing in his box.

(b) A base runner shall not leave his base on a pitched ball not struck until after it has left the pitcher's hand when in the act of delivering it to the bat. He shall be called back if a premature start is made.

(c) A base runner shall be on his base when the pitcher is ready to deliver the ball to the bat.

Note: Starting too soon (b) shall not exempt a base runner from being put out on that particular play. The umpire must not make a decision in regard to a premature start until the base runner has reached the next base or is put out.

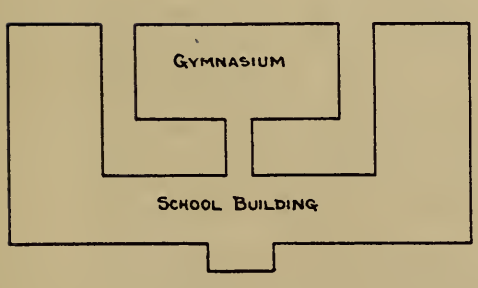
WISCONSIN	FIRST HALF	SECOND HALF	PURDUE	FIRST HALF	SECOND HALF
R. F. Scribner	XX 201	XXX 22 11	L. G. Grither Collins		X 22
L. F. Rogers	XX 229	222	R. G. Holdson	2	
C. Bush	X 2	X	C. Faulkner		X
R. G. Frank Harper	2	2 /	L. F. Cegebarth	XXX 110	X1 11 / 22 X
L. G. Williams Stabroord		/ 22	R. F. De Boos		X /
Score by Halves	13	18	Score by Halves	4	11
Field Goals 14 = 28			Field Goals 5 = 10		
Free Throws 3 = 3	Final Score	31	Free Throws 5 = 5	Final Score	15
Fouls 9			Fouls 8		

Place MADISON Date FEB. 3/06 Referee J. DAVIS Umpire

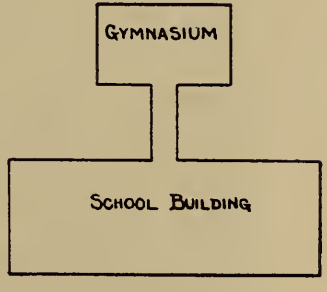
Time Keepers LINDEMANN Scorers HOGAN & RUSTERHOLZ

Marking.—Field Goal 2; Free Throw 1; Free Throw Missed ○; Foul ×.
When a substitute goes in write his name in vacant space and draw a vertical line across his own space and space of opponent.

A Form of Basketball Score Card, Designed by E. D. Angell.



Plan B.
(See page 51.)



Plan A.
(See page 51.)

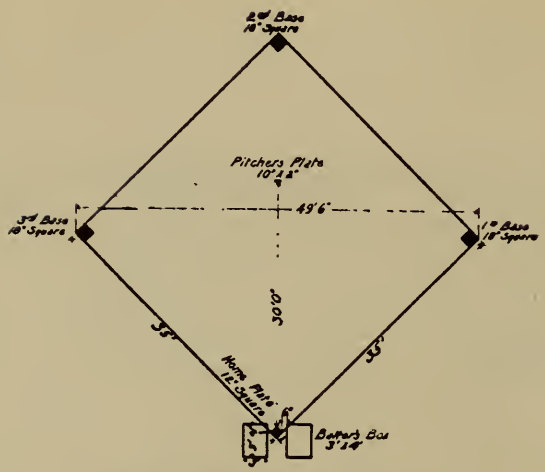


Diagram for Playground Ball.

Long Ball.

This game is a modification of Indoor Base Ball, which we have found too slow and too technical where great numbers are involved. The game is best played in a room, gymnasium or court where the ball does not readily pass beyond the reach of the fielders. If played on the playground, a court fifty by sixty feet should be marked out and surrounded by a high wire fence.

Played in the gymnasium, we use the regular indoor base ball, bat, home base, pitcher's and batter's boxes. Not less than 35 feet nor more than 50 feet in front of the home base is placed "long base," a 5 x 10-ft. mat.

All base running is confined to a run between long base and home base. Choose any number of players on a side. We find that ten to twelve players on a side give the best results. The pitcher and catcher take the regular positions of these players. The other players on the fielding side may take any position in the field. Eliminate all foul lines. Every inch of floor or court in front or back of the home base is fair ground. Any ball that hits the bat is a fair ball.

The batsman must stand in his box facing the pitcher and must swing his bat towards the pitcher or straight up, or "bunt." The batter must run to long base on the third strike or on any ball that may hit his bat. He may be put out by (1) a fly catch when the ball has not touched any object except the bat (2) by being "tagged" with the ball in the hands of a fielder (3) by being hit with the ball when thrown by a fielder. Failure to hit the third strike does not put the batter out, even if the ball be held by the catcher. In this case the runner must be hit or "tagged" with the ball. In

running to long base the runner may run in any direction in front of the home base, i. e., dodge, zig-zag or slide.

Any number of base runners may be on long base at the same time, except that the side at bat must have a player "home" and ready to bat, otherwise the side at bat shall retire. After leaving long base in an attempt to run home the base runner may not return to long base but must complete the play. One run is scored each time a base runner touches home base after legally touching long base before three men are put out.

Organized Outdoor Games for Girls

By Caroline M. Wollaston.

Organized games in the open air take the place of formal gymnastics for one half of the school year in the Girls' High School in Brooklyn, New York. These games are not optional but are a part of the regular school work and taught by the physical training teachers. Girls are not asked whether or not they wish to play; all the twenty-four hundred play except the very few excused for good reasons by a physician. As far as can be arranged each class has two forty-five minute periods weekly during school hours for this purpose in the last ten weeks in the spring and the first ten weeks in the fall. Four teaehcrs and four classes may be seen in the yard during most of every day.

The grade of the class determines the game that is played. Different games are used for the different grades, but only the lowest grade uses a variety of games. Experience has shown that after the first term the girls enjoy more having but one kind of game for the ten weeks' season, and developing more or less skill in it, than having several kinds of games.

Each class elects two captains who choose their respective followers, the opposing sides being indicated by different colored ribbons tied on the arms. The honor of being captain carries with it responsibility not only for the skillful playing of that side, but for fair playing, good discipline, quietness, and harmony. The choice of captains and sides is kept for a season as it fosters a spirit of rivalry. A record of the score is kept by the captains and the total score to date is sometimes of as much interest as is the daily score.

It has been necessary to devise or adapt games that will furnish active exercise for from twenty to forty high school girls at the same time, which can be played in a limited space, i. e., a dirt court thirty-five by forty-five feet. (This court is surrounded by a stone walk with grass outside of it, and so seems larger than it measures but the ac-

tual playing must be confined to the dirt court.) Two of the games that have proved useful and popular are described below. When favorites like Captain Ball and Boundary Ball are so well known they need only be mentioned.

Class Basket Ball

The girls are first paired off according to height, a red and a blue together, and each couple is given a number that indicates in which part of the court they are to begin playing. The court (35x45 feet) is divided by white lines into nine smaller courts, and the baskets are placed at the sides instead of at the ends of the court. (See diagram No. 1.)

For convenience it is assumed that the little courts are numbered in the order shown, so that a couple given the number "5," for example, knows at once where to go. Usually two or four girls go to each little court, though sometimes it may be necessary to place six girls in some of them to accommodate a large class. Each time a ball is put into the basket (or oftener if it seems advisable) the order is given to change courts, and all proggress to the court bearing the highest number, the girls in 9 of course going to 1. This is done in order to prevent certain girls from having the most desirable positons throughout the lesson, and to give all girls the opportunity to play in all positions, thus making all round players of them and forcing the retiring, less aggressive girls to do a full share of the work. If there is an odd girl without an opponent she is placed in 9 and stays there without progressing.

The game is started like other basket ball by the teacher passing the ball in the air between two opposing players in 9, each facing her own basket. The blues all work now to get the ball into the blue basket and the reds into the red basket. Each ball put into a basket counts one point for the side whose basket it passed through. A girl need not be in 2 or 6 in order to try to put a ball into the basket but may try at any time to do so provided she is not outside the large court.

When the ball goes out of the large court only one girl has the right to go after it,—the first one over the line. The others must go back. No one may go out after a ball unless the ball crossed her court line as it went out.

The ball must be thrown from where it is picked up; no walking with the ball is allowed either within or without the court. As a penalty for not observing this rule, the transgressor must hand the ball to her opponent.

Players must stay in their own little courts, though no penalty is attached to momentary stepping over the line with one foot in the excitement of rapid catching and passing.

Guarding is done by holding arms or hands over opponent's ball to hinder her aim, being careful not

to touch either her arms or the ball. Any girl who holds a ball too long must give it to her opponent. Only one girl is allowed to guard a thrower, in order to prevent bunching of the players.

When two girls get possession of the ball the one who got it first has the right to it, and the other girl gives up. This saves many delays. In the rare cases where the girls cannot decide this instantly for themselves the ball is tossed up between them as in the regulation game.

Experience has shown that when a blue girl in 2 gets the ball it is not usually wise to throw the ball to 6 by way of 9 as too much bunching of players results. It is often better to throw to either 1 or 3 and so around the edge to 6, though no rule forbids her throwing the ball wherever she pleases. The more zig-zag the path of the ball the more open the game, and short passes make a better game than long ones.

Double Corner Ball.

For this game two basket balls are used, and the court (35x45 feet) is marked as indicated in the diagram with two small circles in the middle and goals six feet square in the corners. Two separate games are played at the same time. (See diagram No. 2.)

Each captain chooses two goal keepers,—girls who can jump and catch well, and then numbers her remaining players, including herself, for guards. Any number can play, and if there are more players on one side than on the other it makes no difference. All take positions as indicated in the diagram with No. 1 red and No. 1 blue in the circles, holding the balls. No. 1 red tries to throw the ball to the red goal keeper in A, throwing it if possible over the heads of the blue guards standing in front of A, who try to catch or even touch the ball. If the red goal keeper catches the ball, and no blue guard has succeeded in touching the ball first, the red goal keeper scores one point.

Whoever catches or picks up the ball throws it back to the circle from which it came to No. 2 red who must be there to receive it without being summoned (No. 1 red having at once joined the group of guards), as when the numbers were given she noticed whom she followed.

She tries to throw the ball to the red goal keeper in B. The ball is returned to the same circle and No. 3 red receives it and throws to the red goal keeper in A, and so the game goes on, odd numbers throwing to the goal keeper on their right and even numbers to the goal keeper on their left.

Meanwhile the blue with the other ball have been doing the same thing. Each girl (except the goal keepers) really plays in both games, that is, each red girl is a thrower in her own game and a guard in the other game.

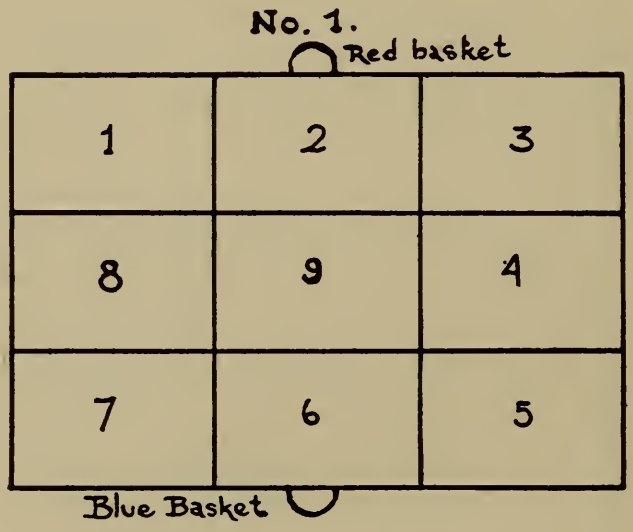
Each girl must keep one foot on her own boundary,

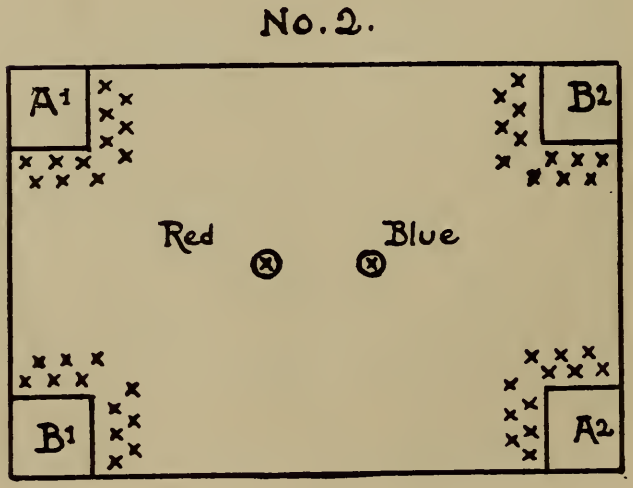
must not step on her opponent's territory, and may have one foot on neutral territory (i. e., the stone walk outside the large court). When either side violates this rule a point is added to the score of the other side.

Great alertness is needed to make this game a success. Each girl should come to the circle at the proper time so that it will never be empty. No. 1 of course follows the last number.

As one side may play faster than the other it is not necessary that No. 6 red and No. 6 blue, for example, should be in the circles at the same time. Each game goes on independent of the other.

The advantage of having two games is that it gives each girl more work to do, as her turn comes twice as often. Four goal keepers are used instead of two to divide the work of the most responsible position. Numbering the girls is done to equalize the work. The same goal keepers are not used





every time, in fact a new set of goal keepers is often put in in the middle of a lesson.

In addition to the goal keepers' score the guards' score is kept This was shown to be necessary as the guards soon developed the habit of jumping and touching the ball, but not holding it, thus preventing the goal keeper from scoring, but weakening their own ability to catch Therefore each guard counts the balls she herself catches and holds no matter where she is standing, whether her position is guard or in the circle, and no matter how many others may have touched the ball.

The score for the day for either side is the sum of all the balls caught according to the above rules, by the goal keepers and guards on that side.

Section Two.

GAMES WITH TEMPORARY SIDES.

Among the games that do not call for permanent organization, always serviceable and interesting, good old stand-bys for small and large classes are **Three Deep, Cat and Mouse, Spud, Hang Tag, Drop the Handkerchief, Fox and Hounds,** and more of like type. Three Deep can be used with a class of any age. The writer has seen a class of bald headed business men and another of boys, average age 12 years, playing it in one afternoon. Cat and Mouse works better with small boys or girls. Spud is for older boys and young men, but small boys like it too. Hang Tag is for young men especially. Drop the Handkerchief is good for girls and small boys. There is a variation that older boys and young men will play with pleasure, in which a towel or ravelled rope is used in place of the handkerchief and the pursued player hit as many times as possible over the back or, still better, over bare legs.

Even a game that is good from the standpoint of the players may grow tiresome, but a wise instructor will be able to introduce variations so that the essential features of the old game may be retained in the new form. For instance, in the game of Three Deep the runner may be made to run as short a time as possible, thus making the game livelier than when he goes around the circle three or four or half a dozen times without being tagged.

A good game, but a bit strenuous and adapted to large boys and young men, is called **Wrestling Circle,** or **Circle**

Ball. Here the players grasp hands in a circle about a group of Indian clubs. There are just as many clubs as players. Each man tries to avoid hitting a club and all the other players try to make him do just that. When a club is hit and knocked down, the man hitting it drops out of the circle and takes a club with him. Then the game goes on until all but two men have been removed. The two may fight it out a long time before they give up or one is the victor. If a group of strenuous men who will usually turn up noses at "games" can be induced to try this they may have a different opinion of it toward its end.

A good game for men, especially for business men, for whom it is not always easy to get good recreation, is **Lang Ball,** also called **Hang Base Ball.** Here the principles of baseball are retained but the batter uses no wooden bat. He hangs by his hands to some piece of apparatus high enough to permit his feet to be clear of ground or floor. He kicks the ball as it is tossed by the pitcher. Bases are run by the batter as in baseball. A basketball or round football is usually used. Any number may play. Sides may be chosen or batters may play in order, as in a "scrub" game of baseball. Rules may be adapted to local conditions, but as a general thing three fouls entitle a batter to rest. If he misses a tossed ball it counts as a strike; if he hits the ball except with his feet or legs below the knees it is a foul; a ball going behind the bar or support from which the batter hangs, after being struck, is a foul; a fly ball caught anywhere is out. If the ball is light, as a basketball, the runner may be hit with it between bases and so be put out.

Bean Bag Tossing for girls and some classes of small boys is useful. (See Chapter 30, Country Games.)

Duck on the Rock is approved by small boys and often by older boys and young men. **Bull in the Ring** is willingly played by both boys and girls.

Skipping and Jumping Ropes are necessary for the girls, and are entitled to a place among games. The instructor should endeavor to show the children how to jump properly, gymnastically; that is, on balls of feet and not much on heels with the spine jarring and other undesirable features that have sometimes caused jumping or skipping ropes to be

barred out from playground use. Not too much rope jumping should be permitted young children for physiological reasons. Rope jumping is good for men training for athletic competition, and for policemen and firemen who need agility as well as all round "shaking up."

The Atalanta Race is good for either boys or girls. Real apples may be used or some substitute. The distance run is usually one hundred yards from the starting line to the finishing tape, the apples being placed midway and being picked up by the runners while going at full speed.

A variation of this game is styled **The Ring and Apple Race.** Six small hoops or rings, made of cardboard or any suitable material, about nine inches in diameter, are placed in a row on the ground where the apples were placed in the previous event. The runners start with apples in their right hands. As they pass the rings on the ground they stoop down and place the apples within the rings and continue running to the tape, there turning and running back to the starting point, which is also the finishing line, picking up the apples on the way back. If the apples are not placed squarely within the rings the missing runner must stop until the apple is properly placed.—(Adapted from Alexander.)

(See drawings of these events, page 145.)

Stone or Potato Race.—This is something similar to the two events just described except that there are several objects to be picked up instead of one. Real or imitation potatoes, small stones, dumbbells or even other objects may be used. They are placed in rows equal distance apart. In the original form of potato race, large milk cans are used to hold the potatoes, but any sort of a receptacle is satisfactory, or the potatoes may be deposited in a hole in the ground, or within a circle marked out. The runners start from a line, each one gathering the potatoes in his own row and depositing them one at a time at the starting line. The one finishing first wins. The distance to be run may be regulated by the number of potatoes as well as by the distance apart. The instructor should bear in mind that the distance run, under constant tension, is five or six times the length of the row of potatoes, hence children should not undertake long distances.

For men of advanced muscular ability there are two good

ways to apply the same idea. One is to use twelve or sixteen pound shot in place of potatoes. The other is to use boys instead of potatoes. In this case the boys stand in a row equal distance apart, while the men gather them up one at a time and bring them to the starting line. This is a strenuous event, but it has lots of fun for spectators and competitors.

Horses and Riders is of similar nature to the foregoing. A circle 18 feet in diameter is marked on the ground. The players are evenly divided. One side, horses, are placed at equal distances around the circle, facing the center. The other side, riders, stand behind them. One rider has a ball. An indoor baseball is suitable or a basketball may be used. At a signal each rider mounts the back of his horse, the horse leaning forward, thus giving the rider a flat seat, which must be retained without aid of hands or legs. The rider having the ball tosses it in the air and catches it twice without dismounting. Then he throws the ball to any other rider, who must catch it, toss and catch twice, and then throw to another rider. If a rider fails to catch the ball at any time or in any way dismounts, all the riders immediately dismount and run away. The horses remain in the circle. One horse gets the ball and throws it at one of the fleeing riders to hit him. If hit, the riders return to the ring and become horses, the former horses being the riders. If the thrower fails to hit a rider the game is renewed by the riders remounting their horses, the rider of the horse who threw the ball starting the game. Each horse and rider should be as nearly as possible of like physique and should play together throughout the game.—(Adapted from Chesterton.)

Section Three.

PROGRESSION IN SCHOOL GAMES.

A method for classifying games of ball in a public school system of physical training for outdoor use was presented by William A. Stecher in "Mind and Body." The plan was an attempt to train pupils so that grade by grade they would master the various activities in ever increasing difficulty that go to make a good ball player. The plan in detail is described as follows:

In Grade I the children are taught to toss and catch a

bean bag. These simple movements train the sight and develop accuracy of motion. The games used are: 1. The tossing up of the bag and again catching it. 2. Tossing the bag to a partner. 3. Tossing it up, catching it and then tossing the bag to a partner. 4. The so-called game of **Teacher.**

In Grade II the simple forms of the first grade are varied and made more difficult by introducing hand clapping before a bag is caught; for instance: Toss up, clap hands and catch the bag; toss up, clap hands twice, or three times, and catch.

In Grade III throwing (in place of tossing) is introduced as a means for securing speed and accuracy of motion by greater freedom of the arm movements. Catching is made more difficult by using a ball instead of a bag, a basket ball or a large gas ball being used. The games take the form of distance throwning; throwing at an object, throwing to a partner, or tossing up a large ball and catching it. **Boundball** is played, which consists of throwing the ball to the ground and catching it when it rebounds; or in tossing it up into the air and catching it when it rebounds from the ground.

In Grade IV a small rubber ball is used to play the games of the third grade. As the accuracy increases the ball is thrown to partner. Later it is thrown up into the air, caught and then thrown to a partner. As Boundball it is batted against the ground with the hand as many times as possible.

In Grade V the children are led to throw and catch the large ball while moving about. The games take the form of **Throwball.** There are two sides, the pupils of one side always trying to throw the ball to one of their own side, running wherever they like in doing so. No talking or interfering is allowed. Here we find the beginning of team work. By means of **Grace hoops** accuracy is taught to the girls both in throwing and catching, while the boys acquire both judgment and accuracy in tossing **Quoits** or Horseshoes.

In Grade VI accuracy and judgment are developed still more by the addition of batting a ball. A ball game of low organization furnishes the means of developing team work. The game is **Bat up.** There are three positions in the game, viz.: a batter, a pitcher, and fielders. The pitcher tosses the ball, which is batted with the open or closed hand. When the ball—a basketball—is caught on a fly the batter is out, the one catching it taking his place.

Accuracy and quickness of movement are also developed by **Passball.** When playing this the class stands in a circle, facing inward, shoulder to shoulder. A basketball is quickly passed to the right or left, out of the way of the runner who tries to tag it. A variation is to have the runner on the inside and throw the ball over his head to a player standing opposite.

Throwing and catching a soft rubber ball is also practiced (a baseball is too dangerous in most school yards).

In Grade VII games of a higher organization hold the interest of the pupils. The sixth grade's game of bat up develops into **Batball** with five positions. These are two batters, a catcher, a pitcher, a baseman and fielders. A large or a small rubber ball is batted with the hand or fist and the simpler, fundamental rules of baseball are learned. If a batter is put out all the players move up into the next higher place. The put out batter is made a fielder.

As a preparatory game for basketball **Captain ball** is played with from six to ten pupils on a side.

When a high blank wall is available **Handball** is played. This is an excellent game which in a high degree develops quickness, accuracy and judgment. It is one of the few ball games where only two, four or six players are needed in order to play a first class game.

In Grade VIII we have **Basketball.** This is played according to the revised rules. According to the size of the playground the field is divided either into two or three equal parts. If it is divided into two parts the centers have the right to run anywhere.

In this grade **Baseball,** the best of all organized team games, is played as hand-basketball. Each side has a full nine and the game is played according to the regular rules, the only exceptions being the size of the diamond, the ball, which is either a soft rubber ball or a basketball, and lastly the bat, the batting being done either with the open or closed hand.

The games described above, as well as the other games, are placed at recess, of which we daily have two of 15 minutes each; also during every second regular gymnastic period. At present the length of these periods in the lower grades is 5 minutes twice a day, and in the upper grades 10 minutes once

a day. The play apparatus belongs to the school. It is bought with money realized by giving exhibitions, or by donations.

Note.—Description of nearly all the games and forms of exercise mentioned in this chapter, as well as events referred to in other parts of the book, are readily found in standard publications. (See also Chapter 30.) In case there is trouble in finding the desired detailed information, a note with stamp for reply, addressed to the publishers of this book, will bring prompt reply.

GRADING OF GYMNASTIC GAMES FOR OUTDOOR USE.

Condensed by permission from a paper by George Wittich, director of physical training, public schools, Milwaukee, Wis.

School pupils must be taught a progressively arranged and carefully designed series of games throughout their whole school life. The first directions and the rules should be imparted by the principals or teachers. After that the games may be conducted by pupils (leaders) who are appointed by the principals or teachers. Nothing can promote self government better than this method. Suitable play apparatus is of immense value in more than one way and should be installed.

Our state normal schools can do very much along the line of educating the play spirit of our young and directing it in accordance with the demands of the child and those of the times, by giving more attention to true and pure educational physical training and embodying a play course into their curriculum.

Dividing the gymnastic games which are designed for the playground and gymnasium according to their effects, gives us the following groups: 1. Games that will improve circulation, respiration, co-ordination, quickness of reaction and alertness. **Pomp, Pomp, Pull Away** is one of the games. It belongs to those designed for little folks on account of its simple organization. The alternate running and resting accelerates heart and lung activity in a wholesome manner, and the catching, dodging and evading develop quickness of reaction and alertness. The captor of one pupil experiences the

same joyful feeling of satisfaction that makes the eyes sparkle and the heart swell, as the other pupil does who was agile and alert enough to evade him a moment before. **Black and White** develops quicker reaction better.

Prisoner's Base belongs to the same type but is of a higher organization and is therefore reserved for the pupils of the higher grades and those of the high school.

2. Games that are suitable for the development of resolute and energetic action and strength. Combative games with and without the rope and the wand develop these faculties better than any other form of physical exercise because each contestant has an intelligent being before him to oppose his attacks, both contestants are beings who can plan attack and defense equally in an intelligent manner. In the simple tug of war game the adult finds as much pleasure and satisfaction as the little tot does, and will, by exercising an obstinate resistance, improve his energy, determination and strength.

Wrestling for a stick, hand-pulling and pushing and wrestling without the stick belong to the more advanced forms and are suitable for the pupils of the higher grades and those of the high school.

3. Games designed for improving accuracy of movement of the arms and judgment of the eye. These qualities are developed in all throwing and catching games. The simple bean bag game will suffice in the lower grades either as a throwing and catching game or as a game in which the bag is thrown at a mark or an object as at an Indian club. Throwing and catching combined with turning, also with forward and backward running, will follow in the course of the progression and therefore belong to a somewhat higher order.

Battle ball, Captain ball and Baseball belong to the same type and are suitable for the pupils of the higher grades and those of the high school.

The pupils must be taught from beginning to play for the sake of playing and for the enjoyment of the exercise which they can get out of the game. To us teachers the game is one of the most pleasant and agreeable means to gain important educational ends. In the selection of the game we must always consider the condition of the pupils. To play a game of high organization or to take a strenuous combative exer-

Under the shade of the leafy boughs small girls play such games as "Drop the Handkerchief," shown here in progress. Note the "it" running around the circle at the left. She will place the handkerchief in one of her hands in the hands of another girl who thus becomes "it." Note also the instructor standing at the right.

cise after a lesson in a hard study, for instance mathematics, is absolutely wrong. Mental work affects also the motor nerve centers to some degree; motor nerves as well as muscles become less susceptible through long continued mental work and lose the ability to respond quickly during the study-period and also for some time afterwards. Therefore strenuous physical efforts and complicated movements require a greater degree of will-power after long mental work than when the mind is fresh. For that reason basketball, for instance, is out of the question directly after a long period of mental work; games of a more simple organization are then in place.

COMBATIVE AND COMPETITIVE FEATURES FOR SCHOOL YARDS.

By George Wittich.

(Originally published in "Mind and Body.")

Combative games such as tug-of-war with a long staff or rope pulling and pushing in couples with or without the use of the short wand, Foot in the Hole, Rooster Fight, Pig in the Pen, etc., are excellent means for promoting quickness of reaction, resoluteness of action, determination and carriage, and should be taken * * * * once a week as a fourth unit of the day's order if the exercises are conducted in the school yard. In each case seven to ten minutes should be allowed out of every fifteen for this form of exercises. If the exercises are taken in the yard the greater part of two out of five weekly lessons should be taken up with running games, jumping over swinging rope, high jump, broad jump, hop, step and jump, and pole vault.

It is an easy matter for the older boys to loosen the ground in some remote corner of the yard sufficiently deep to enable them to practice the above named forms of jumping in a manner beneficial to themselves. Jumping is an excellent means for developing powerful lower extremities and also judgment of sight, co-ordination and general control, besides stimulating heart and lung action. Besides the physiological and psychological effects, these athletic exercises enable the young to notice their improvement in skill and strength and

to exercise a friendly competition, which is in itself a stimulus and an incentive to higher effort.

Jumping over the swinging rope is an excellent invigorating and strengthening exercise for girls and smaller boys. The pupils gladly furnish the necessary rope, which should be of the weight of a wash line.

Bean bags of from one to four pounds or a football may be used as missiles for throwing at a mark or as apparatus for throwing and catching for the purpose of promoting accuracy of motion and quickness of co-ordination. It is advisable to divide the class into two divisions and place them opposite to each other in order to enable the members to throw or put the same object alternately. Putting is a more direct movement of the arm than throwing; it is a vigorous straightening of the arm whose hand holds the bean bag above the shoulder. If the throwing is accompanied by bending and straightening of the legs and turning of the trunk it is an excellent co-ordination exercise for the principal parts of the body. These exercises should be practiced left and right in order to prevent one-sided development. Jumping over the swinging rope and all exercises with the bean bag can be executed in the hall as well as in the yard.

The yard and the hall permit a large number of games, but only those that employ a large number of pupils at one time and the many forms of combative games should be considered.

The game, like the combative and athletic exercises, must be the last unit of a lesson for the following reasons:—

1. The most natural activities occur during the game, and new ones are easily mechanized; consequently the pupils take to this form of exercise more willingly and gladly.

2. Combative games train not only the muscular system but also the physical qualities, which is of far wider reaching importance. They give rise to fair play, judgment, determination and effort.

3. All games create a cheerful frame of mind that causes the pupils to long for the lesson in physical training.

The simpler games with the football can be taken up in the lower grades and developed to "Captain Ball" in the 7th and 8th grades.

CHAPTER XXII.

INTERESTING THE BIG BROTHERS, FATHERS AND UNCLES.

Men and Women Who Live in Cities Need to be Shown How to Recreate—Meet Their Known Interests—Find a Point of Beginning—Tug-of-War—Quoits—Hand Ball—Medicine Ball.

Men not only do not require very much direction in their playground work as compared to children, but are apt to resent any but the most tactfully given supervision. But as men ought to retain much of their boyhood traits, and as many of them do either openly or just below the surface, it is not so difficult to deal with them as might be supposed. A playground instructor can reveal possibilities in outdoor gymnastics, athletics and games to most men who live in cities. Perhaps if gymnasiums and playgrounds were more common and those that are here were more used, more men would know more without additional information about how to play and recreate. This will be a fruit of present playground and physical training activities.

We so constantly associate children and playgrounds that we are apt to forget that the grown-ups need relaxation, recreation, play, games, physical training and all the rest quite as truly as the small boys or the girls. Any proper public playground system must provide for the men—the fathers and uncles and big brothers. They need such attention and need to be shown how they can be individually benefited. Not enough of them, perhaps, will spontaneously respond to the attractions of a "playground" under that title, but call it, or their part of it, an "outdoor gymnasium" or a "recreation field" or an "athletic field" and they will respond better.

The play instinct never quite dies out of a man's nature unless he is abnormal. Too many men are abnormal in that

they have been educated away from habits of joyous play, invigorating physical exercise for the good it would do them, and the feeling of personal freedom to express their instinctive rights. This is due largely to environments, to conditions of modern civilization that must be changed.

One of the problems of physical training as of playground work in the same direction is how to adapt it to the real interests and needs of those who ought to allow themselves to be benefited. We make a little progress certainly if we use titles that seem understandable and suitable to the people we want to reach. It is not so vitally important that we insist on our own technically correct names for things as that we get the people to really understand what we are talking and working for.

To illustrate: Many men in gymnasiums conducted by directors who are in the front rank of the physical training profession are taking "a course in physical culture," no matter what the directors say about it. The directors may condemn privately and publicly what is popularly promoted under the often delusive title of "physical culture" and always call their work physical training or gymnastics, but the average man knows very little of the difference and cares less.

So, as we try to get full-grown men to make more use of public "playgrounds" we find an obstacle in that name, unless because of extraordinary local reasons the popularity of the place overshadows the name. Or, again, unless we meet them on their own ground.

One thing must be looked out for in any playground that tries to attract young and older men: they must not be allowed to make the ground a select loafing place. The playground, for a list of reasons, is no place for "bums," "drunks" and all the species of the too-strong-to-work type. For this reason some playgrounds in rougher sections of cities have taken out benches, which seems to be attacking the problem from the wrong end. Intelligent supervision, firm policing and less of the "get off the earth" attitude might find response from full-grown or embryo "bums." This is a legitimate line of playground effort.

Business and professional men are most likely to be interested in gymnastic work, as individuals or in groups and

classes. Being men used to exercising their intellects, they can be easily shown the reasons why open-air exercise is beneficial. They will, in most cases, object to doing their work in public, and for continued interest they must have restricted hours or an enclosed space so that they may be boys again free from the restraint of disrespectful spectators. After a while, by tactful leadership, they may be willing to appear in public, being more sure of their own footing and less afraid of being laughed at.

Business and professional men will recognize, as soon as it has been demonstrated to them, the great value of play and games to their individual cases. For working men, meaning those who labor with hands and tools more than with brains mostly, formal classes of any sort may not suit. But there are other ways to interest them.

Men of this type are interested in the Tug-of-War, although this contest is less popular now than a few years ago.

A point of beginning may be to get them to accompany the mother and children in the early evening just to sit on the benches or the grass and do nothing but watch—and rest amid good surroundings. The next step is to get them interested in some bit of activity for their own benefit. Once find the point of interest and the rest is comparatively simple.

Just a private word for officials and committees: When you plan a playground please don't forget the men—the fathers, uncles and big brothers—by planning everything for the small boy's benefit. Reserve a definite space, if possible, for the men just as you do for the women.

A good game for men is **Lang Ball,** described in Chapter 21.

Pitching Quoits is a man's sport, not very strenuous, but interesting to those who get to like it. No apparatus is needed, but the regular disks and steel rod are best. A few old horse shoes and a stick driven in the ground will answer if necessary. (See "Popular Gymnastics," Betz., for directions and rules.)

Hand Ball is real exercise, good fun and quite acceptable to young men and some older men. It is much in use by policemen, firemen, athletes in training, and prize fighters. It can be so played as to be strenuous enough for any of these

men, or it can be moderate enough for the lawyer, dentist or school teacher from whom only mild exercise is prescribed. Hand ball requires nothing but a blank wall or a high fence, a ball and a piece of ground to play from. But it may have the regulation hand-ball court and all the appliances allowable by the rules.

Medicine Balls were invented for men and are well named. They are usually a feasible item of equipment for the outdoor gymnasium, provided the balls are looked after and not allowed to get astray or be used roughly by big boys—a favorite trick when they get the chance. "Something to throw" is just what they want· here we have also a reason why the medicine ball is quite the proper thing through which to give grown up men real exercise.

The medicine ball is useful for the lone man who has to exercise without company and is equally good for two or three or for a class of 50 or more. There are various sizes, forms and weights of the balls, adjustable to all needs of any men or boys, and women and girls also.

Without going too minutely into the early history of the medicine ball, as used for beneficial physical exercise, it can be stated that it was used in Persia and elsewhere in Oriental lands at least 200 years ago. Its present position in American gymnasiums is unquestionably due to its introduction by the originator and adapter of so many means for interesting and beneficial hygienic bodily exercises, Robert J. Roberts, of Boston, Mass., senior Y. M. C. A. physical director. He has written the following account of the origin of the medicine ball as we know it today.

By Robert J. Roberts.

What led me, in 1876, to have made the round leather ball, weighing from 4 to 16 pounds, which I called the medicine ball, and which was made for me by Robert Miller's father, 230 State St., Boston, Mass., was a story that I had read about that time of a certain king who was half sick from eating too much and neglect of exercise. His physician told him that he could be cured if he would eat only certain kinds and amounts of food, and throw around a ball that the physician would give him to use daily, which was filled with some marvelous drugs whose medicinal properties would,

when the king had exercised vigorously enough to bring on a free visible perspiration, enter his body through his pores, and cure him, provided he took a bath in some warm water that contained some more wonder-working kind of drugs.

The physician told the king that if he followed directions faithfully for a month every day he would be cured of his obesity and indigestion, and the other ailments that want of exercise and over-eating had brought on. Of course the physician did not tell the king that all he wanted him to do was to eat less, exercise more, and bathe oftener. If he had done so, the king would, probably, have been angry and refused to take his treatment.

During the 32 years the medicine ball has been in use in gymnasiums it has helped to cure and keep well thousands of people who needed only daily sweating exercise of the amusing kind that the medicine ball always furnishes, and a graded bath after its daily use to keep them well or restore them to health.

It can be used alike by weak and strong, young and old, who are in fairly normal condition, from the cradle to the grave, because the exercises can be made safe, short, easy and pleasing, or moderately heavy and hard, according to the needs of the individual or class. The more it is used by the individual alone against a wall or with a friend, or in class work, or in the medicine ball race, where 30 or 40 men can engage in an off-hand competitive event at one time, according to the size of the gymnasium, or out of doors, in passing around in a large circle, or with a dozen squads (four men each is the ideal number), it has found favor. It will find more and more favor as time goes on. It can be used to imitate many acts of labor and sport, and is pleasing to both man, woman and child.

A class of from eight to 30 or more can engage in this safe, short, easy and quick work. From two to eight or more medicine balls may be used, according to the size of the class.

Have the class catch hold of hands and form a circle—or an oblong—touching finger tips. In this manner there will be good working room. Hold this distance while passing the ball in various simple ways, using most of the movements of the A. B. C. Series No. 1, given below. Pass the

ball first around to the right, then to the left. Sometimes use basket balls with a small class. Sometimes let a heavy ball follow a light one. These variations add interest. Of course when two men are using a ball alone, there is less reason for supervision. The same thing is true when one man uses the ball, as he may well do, by bounding it against a firm wall, with an opponent who never gets tired.

A. B. C. MEDICINE BALL SERIES, NO. 1.

Position, feet about 20 inches apart. Do each movement four times, except No. 12.

1. Throw from floor with straight arms.
2. Bounce, catch, throw with straight arms.
3. Throw from front of thighs.
4. Push from front of chest.
5. Throw from top of head.
6. Throw from back of neck.
7. Throw from a high vertical.
8. Throw from side of right thigh.
9. Throw from side of left thigh.
10. Put shot from right shoulder.
11. Put shot from left shoulder.
12. Do each above exercise once.

SERIES NO. 4.

This drill is adapted to a small class of enthusiasts. It is of the nature of advanced medicine ball exercise and may not suit an average class so well as simpler movements. Two or three men can find interest, vigorous exercise and amusement in it. Each movement can be repeated until each man can do his share, or four times each as with the other drills, according to circumstances. An instructor may use a few minutes of this drill at the end of a class period, just before the bath.

1. Throw ball over head, catch behind back with both hands, drop to floor and roll to mate.
2. Repeat, catching with right hand only.
3. Repeat, catching with left hand only.
4. Repeat, but throw from behind back to mate, instead of rolling on floor.
5. Have mate repeat the four exercises.

6. Repeat No. 4, mate catching ball behind his back.

7. Have mate repeat No. 6.

8. Throw over head, catch behind back, throw over head, catch in front of chest, push to mate.

9. Have mate repeat No. 8.

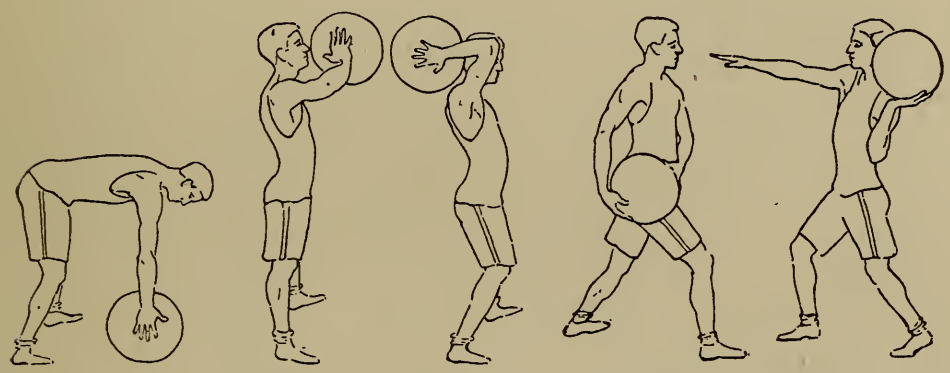
10. Put shot with right hand, mate catching ball with right hand held high over right shoulder.

11. Same with left hand.

12. Have mate repeat Nos. 10 and 11.

13. Put shot for distance with right hand, mate catching ball and repeating movement.

(Note.—The complete series of movements were printed in "American Gymnasia," of May and June, 1905.)



A. B. C. Medicine Ball Series No. 1.
(See page 178.)

An outdoor basketball game showing arrangements of baskets and supports when walls or other places are not available.
(See chapter 21.)

CHAPTER XXIII.

SAND GARDENS FOR THE LITTLE CHILDREN.

A School in Which Children Get Early Lessons in Self-Expression—Creation of What Imagination Pictures—Equipment Simple but Important—Varying Types of Courts and Boxes.

The sand garden is a playground feature of much value for little children of from five to ten years. It was one of the first departments to be developed to efficiency. A sand garden is often a fenced-in part of a larger space so that the children for whom it is made may have undisputed possession. The essential fundamentals are the sand, some simple playthings to be used in the sand, and perhaps a covering over the "garden" to protect it from sun and rain in undue quantities. From these essentials the sand garden can be elaborated as extensively as conditions permit.

As playing in the dirt is one of the race-old inheritances of normal children, all boys and girls want to do it about as soon as they can crawl. Once it was generally supposed that the children liked dirt for its own nasty sake. Who can estimate the millions of mother-spanks misapplied and the gallons of young tears shed because of this misunderstanding! No, children do not care especially for street dirt. They are just as well satisfied with clean sand.

What a child at this period is trying to do is to begin its life of creation; to make something is its instinctive desire. A sand pile gives all possible opportunity, and the sand pile in the playground sand garden gives the opportunity with proper material and ideal surroundings. Here he, and of course she, can make almost anything fancy can picture, from sand pies to castles and mountains. To do this creative work with the best results and with the most satisfaction to the

In a sand court "we have considerable space with much sand in which the children may play." The illustration shows one form of such a court.

young creators, a basis or platform is needed, hence sand gardens require a board or cement flat surface on which the sand can be worked and mouded. Some movable boards for backing, pails or cups to hold sand, shovels or spoons to move it, and other tools are needed.

Elaborate appliances, expensive or complicated, are out of place in a sand garden, for the sufficient reason that the child wants only the crude, raw, unformed material from which to make what his imagination pictures to him. He wants very little equipment but wants that little very much.

For this reason squared sawed-off ends of planks and odd pieces of board are usually better than nicer looking fancy building blocks. Such blocks as are proper should be brick size and shape but can be of odd sizes almost as well. If small blocks are provided, the reserve supply should be large for they will disappear rapidly unless careful watch is kept. A size too large for pockets may prevent this disappearance in part.

There are some excellent German building blocks of brick material of much value for playground, sand garden and kindergarten uses, where there is systematic provision for their care and checking. Being of uniform and standard measurements, elaborate building operations can be conducted readily and with educational value. The brick blocks are better than wooden ones and ought not to be carried away in too large numbers if there is the mentioned systematic checking method or an attendant to look closely after things of this sort. But it is still true that the average child will get just as much pleasure from the odds and ends of boards and planks as from the scientific blocks; the difference is in the educative value of the latter.

A sand garden can have just a pile of sand dumped in a corner but there should be a box with raised sides for it. The box may be about 15 or 20 feet square and 18 inches to 2 feet deep, with six inches of sand or more in the bottom. Or the box may be oblong. The exact size and shape is adjustable to conditions. A good type of box has a shelf six inches wide at two ends or down the center on which the sand may be moulded and on which the inevitable "pies" may be properly "baked." The shelf, if at the ends, should

be a few inches below the top so that the sand will not be brushed over the edges and lost. If the shelf is below the top of the box sides, or in the center, most of the sand will find its way back to its proper place.

A cover for the sand box is important to keep the box from being disturbed at undesirable hours. Another good plan is to have a small shelter over the box so that it can continue in use during a brief summer shower, or when the sun is too hot for the little ones. One form of cover is in the shape of a pagoda which can be raised and lowered and so used as a shelter from the sun and rain when up, and a cover for the box when lowered.

There is room for a question on the point of covering the sand box. Perhaps the cleansing and changing of the sand through sun, rain and stealing is desirable; some experts contend that it is.

A distinction may be made between a sand box and a sand court or pit. A sand box may be just a wooden boxed-in space where sand is kept and inside which the children are not allowed to play. There are sanitary and hygienic reasons why it is not good for small children to get into the sand boxes, as is often done. Diseases may be communicated in this manner and unless the sand is removed and fresh sand put in very frequently, it may become foul in a short time. If the children do not play in the boxes but stay outside, these dangers are modified and partly removed.

A sand court or pit is a different affair. Here we have a considerable space with much sand in which the children may play at will and in any way they choose. There is so much more sand spread out over so much more space and it is open to rain washing and the effects of sun and air, that sanitary conditions are very much better. In some playgrounds the sand gardens are really small beaches, with a shaded bench or vine-covered shelter for the mothers to sit within while the youngsters play busily and happily in the sand and the water just outside.

The sand box is the only practicable form of this provision for small children in most school yards and in crowded parts of cities generally, on account of room. Hence precautions such as mentioned are made advisable. If the sand

A type of sand box in which children may play, sitting and kneeling in the sand. (See chapter 23 for comments on this method and others.)

boxes are comparatively small (2 or 3 feet wide and 10 or 16 feet long) with a narrow board running across the center or from end to end on which the sand may be moulded and played with, the inclination to climb into the sand will be minimized.

The number of boxes depends, of course, on the number of children and the size of the space available. From two to six children could use a box of the size last noted with comfort and peace. A dozen might do so sometimes. Or such a box would take care of twenty by crowding.

If pails and shovels are provided it pays to buy good ones. Tin pails will not last very long with the battering they get and cheap shovels break easily. Papier mache pails can be had for about $2.00 a dozen and will last indefinitely. Ordinary pails and shovels can be bought for from $1.10 to $1.25 a dozen for both. Heavy shovels, well made of iron, cost more than tin and wood to start with but are cheaper in the end. By a proper system they need not be lost. One playground that did this lost two shovels and one pail in a season. This was accomplished by a checking system. A child wanting a pail and shovel deposited his hat which was returned when the tools were returned.

Another desirable thing is to have a supply of small stones, pebbles and sticks. These go into the sand construction work. A suggestion: Let two or three of the older children who are going to the beach or the woods gather some material of this sort, thus making them generally useful along the lines mentioned in chapter 16.

CHAPTER XXIV.

DANCING IN THE OPEN AIR.

The Acceptable Types—Some Examples—Virginia Reel—Old Zip Coon—Pop Goes the Weasel—Rustic Dance—"Queer Old Man"—Jumping Jacks—Peasants' Dance—American Folk Dances.

Dancing is usually associated in America with indoor work rather than with the playgrounds and outdoors, but there is no reason why it should be so. There are real reasons why dancing should be a universal outdoor exercise and pleasure. Outdoors there is air to breath that is fit to go into the lungs and there is the natural setting that some dances need, such for instances as many of the folk dances.

There are several good books devoted to forms of dancing suitable for physical training requirements, of which titles are given in the list at the end of this book. The dances given in this chapter are here mainly as suggestions of what can be made useful. Some American folk dances are given and referred to. This native type of rhythmic exercise should be more generally used in its own country instead of being almost ignored in favor of "made in Europe" types often of less desirable nature.

It is not necessary to tell teachers that the dancing referred to here is not the sort generally used socially, such as the waltz and two-step, but the better types that have a meaning to be expressed, and a particular adaptability to playground and gymnasium purposes. It is of course in order on some social occasions to use even the waltz and two-step under proper conditions. So used out of doors, these over-popular and at the same time officially decried forms of dancing have some of the objections against them removed.

The types of dancing that are specially referred to here, as most desirable for exercise and recreation in playgrounds

and gymnasiums, are those commonly known as folk dances; dances in which there is character and description, such as certain of the European country dances and those that have historical as well as character value like some of the old American dances.

Virginia Reel.

The Virginia Reel is a desirable folk dance for children, but equally good for young men and women. It has an added advantage in that it is in harmony with American spirit. Detailed descriptions of this dance are easily found in print. The following is an abridged form for playground use.

Any number of individuals may participate, but if there are a large number it is desirable to make several groups or sets of half a dozen couples each rather than placing all in one large set. The dancers are formed (in each set) in two lines about four feet apart, facing each other, men or boys in one line, women or girls in the other. At signal the couple at the head of the line step forward, bow, join hands and dance down the line to the end, there let go hands, bow and step back in line. As the first couple finish, the next couple (at the head of the line) begin and proceed in the same manner. When each couple has danced as indicated, both lines face in the same direction and march down the outside, the men turning to the left and the women to the right, and then up the center to original positions. Then the figure continues without pause and may be continued as many times as desired.

The music for the Virginia Reel must be lively, with plain rhythm, such as that for hornpipe or reel. A single violin makes excellent music for this dance, bringing into play the atmosphere surrounding the country "fiddler."

Pop Goes the Weasel.

A quite well known "contra" dance using the same positions as the Virginia Reel; that is, two lines or rows of dancers facing each other, boys on one side and girls on the other. The number of dancers may be twelve to twenty in a set with more sets if there are a large number to participate, as described for Virginia Reel.

This description is an adaptation for present purposes.

The terms "boys and girls" are employed, but of course men and women may use it.

The music has the same title—"Pop Goes the Weasel."

Reference to "steps" means "measures"; a "step" equals a "measure" of the music.

The Start: First couple dance sideways toward the center, eight steps, and return to places. Last couple repeat same.

First girl and boy dance sideways toward the center, dance around facing each other, and return to places. Opposite couple repeat. (First boy and last girl.)

First couple down the center, eight steps, dance around back to back, and return to places. Last couple repeat.

Boys turn to left and girls to right, dancing outside lines eight steps and back to places.

First couple and second girl take right hands and swing around left, eight steps.

Same three drop right hands, turn, take left hands and swing around right, four steps. Then first couple raise joined hands and the second girl runs under to head of line, all the dancers meantime singing the words "Pop Goes the Weasel," four steps (measures).

First couple repeat same with second boy, sending him up the line to join his partner.

First couple then repeat the figure in same manner with next couple. This process may continue until the first couple have "popped" all the dancers in their set; or when the first couple has passed down the line to the third couple, the couple then at the head may start and proceed in the same manner, thus causing two figures to be going on at the same time. Care must be taken that confusion does not arise. As fast as the couples are duly "popped" they stand a little apart from the un-popped dancers, but in original formation, to prevent confusion in that respect. The dance may continue as long as desired, or until dancers and musicians are weary.

A Rustic Dance.

This is a simple dance suitable for a large number of girls. From twenty to sixty or even more can participate at once providing there is sufficient space. The following description is for forty girls participating. They are formed in

two lines of twenty each, at opposite sides of the playground facing each other, with their backs turned toward two sides of the playground and each line facing the other. This is the first or formation position. As the music starts, or on signal from the instructor, all clasp hands. The two lines, kept straight, advance towards each other, dancing or tripping as they come. When the lines are within a short distance of each other the instructor gives a signal by clapping hands or some other method, at which the lines bow forward once, and then retreat dancing or tripping backwards to their starting position.

At another signal they again advance, with raised arms, the joined hands thus forming a series of apexes. When within a close distance the right hand line stoops, release hands, and pass under the apexes formed by the raised arms of the left line. Again joining hands, the lines continue dancing towards each other again. When they meet in the center, the left line stoops and passes under the raised arms of the right line, continuing dancing until the sides of the ground are once more reached; here, pivoting, they again face inwards.

The two center girls of each line should now remain stationary, while the others dance forward until the ends of the right line meet those of the left, thus forming a diamond shaped figure. Retreating backwards, they next advance forward until the end girls of each line catch hold of each other's hands, and thus form two independent circles. After dancing around three times each way, they loose hands at the ends of the lines, and retreat backwards towards the sides of the ground. From this position the right line advances a short distance forward, and the end girls once more join hands and create a circle in the center. While the right line is dancing a circle outside, the inner circle dances around in the contrary direction.

At a signal the directions are reversed. The inner circle must contract a little, and the outer circle extend hands as much as possible, while these reverse circles are being danced. At a signal the outer circle raises arms, and the inner circle, loosing hands, passes backward under the upraised arms. Once through, they join hands, and the left line being now inside, reverse circles are once more danced.

At a signal the end girls of the right line loose hands, the two centre girls remaining stationary, and the others retreat backwards until they are in a parallel line with the sides of the ground. As soon as possible the left line also performs a similar manoeuvre, until the two lines are facing and close to each other.

The right and left lines now for the first time catch hold of each other's hands, and raising them above heads, form an archway. Underneath this one end of each line, linking arms, enters, being immediately followed by the others also linking arms. As soon as the girls are out of the avenue, the pairs must immediately raise arms in order to prolong the movement.

Upon the conclusion of this figure, the lines, retaining the arms linked, trip off.

In learning the movements the figures should first be walked, and the changes made by an agreed upon signal from the teacher. When the figures are thoroughly acquired and the signals understood, they should be gone through dancing or tripping the whole of the time. Nursery rhymes can also be very appropriately sung by the children as a chorus during the dance.—(Adapted from Alexander.)

Dance of the Jumping Jacks.

(As arranged by O. L. Hebbert for men. The music especially adapted to this dance is the "Jumping Jacks' Jubilee." This dance is adapted to a class that has had preliminary practice in simpler forms of dancing.)

Starting from position of "attention" with hands at sides.

First Step (forward).

1—Slide right foot obliquely forward, raise left foot backward, right arm raised obliquely forward, left arm obliquely down backward.

2—Hop on right foot, arms as in 1.

3.—Slide left foot obliquely forward, left arm raised obliquely forward, right arm obliquely down backward.

4—Hop on left foot.

5—Same as 1.

6, 7, 8—Hop three times on right foot, arms as in 1.

9—Step back on left foot, right leg raised across left, right arm half flexed in front of body, left arm half flexed over head.

10—Hop on left foot.

11—Step backward on right foot, raising left leg across right leg, reverse arm position.

12—Hop on right foot.

13—Hop backward on left foot, right leg raised in front of left leg, hands on hips.

14—Hop backward on right foot, left leg raised in front of right, hands on hips.

15—Hop backward on left foot, right leg raised in front of left, hands on hips.

16—Hop backward on right foot, left leg raised in front of right, hands on hips.

17 to 32—Repeat 1 to 16, starting with left foot.

33 to 64—Repeat 1 to 32.

Second Step.

1—Slide right foot to right side and then across in front of left foot, bend left knee and body sideward, arms sideward; and step left foot sideward to left.

2—Close right foot to left foot and slide left foot sideward to left.

3 to 8—Repeat 1 and 2.

9—Slide right foot obliquely forward to right, raise left leg backward, right arm forward, left arm downward.

10—Hop on right foot.

11—Step backward on left foot, raise right leg in front of left leg, left arm circled overhead, right arm across body.

12—Hop on left foot.

13 to 16—Turn to right, hopping on right foot, right arm upward, left arm across body, look over left shoulder. Repeat.

Third Step (Sideward).

1—Slide right foot to right side (arms sideward left) and close right foot to left foot.

2—Hop on left foot, raising right foot well up.

3, 4—Repeat 1 and 2.

5 to 8—Turn to right, hopping on right foot, right arm encircled over head, left arm across waist, eyes looking over left shoulder.

9 to 16—Repeat 5 to 8, turning to left.

17 to 32—Repeat 1 to 16.

Fourth Step (The Cobbler).

1—Jump to both heels, toes wide apart, arms obliquely sideward upward.

2—Jump to toes, heels together, and squat with arms crossed in front of knees.

3 to 16—Repeat 1 and 2.

17 to 32—"Twist and kick"; hands on hips (i. e., half turn trunk to right and kick high to right with right foot; same on left).

Fifth Step (The Rock).

Hands clasped in front of hips.

1—Swing left foot in front of right foot, raising right heel so that right instep touches floor.

2—Spring to left, left instep touching floor.

3 to 16—Repeat 1 and 2.

17 to 28—"The Twist."

28 to 32—Turn to left, hopping on left foot, left arm encircled overhead, right arm across waist, eyes looking over right shoulder.

Sixth Step (The Mandarin).

1—Hop on left foot, bending left knee, and placing right foot obliquely forward to right on heel. Right arm obliquely sideward up, left hand down.

2—Reverse positions of hands and feet.

3 to 8—Repeat 1 and 2.

9—Slide right foot obliquely forward, right arm obliquely forward up, left arm down.

10, 11, 12—Three hops on right foot.

13 to 16—Turn to left, hopping on left foot, left arm up, right arm across waist; look over right shoulder.

Seventh Step (Cartwheel).

Hands on hips.

1—Weight on left foot, raise right foot sideward to right.

2—Twist, right leg. (Body 1-4 turn right, turning on ball of left foot, with circumduction of right foot in air.)

3—Weight on right leg, raise left leg sideward to left.

4—Twist left leg. (See 2.)

5 to 8—Cartwheel to left (in four counts).

9 to 16—Repeat on opposite side.

17 to 32—Repeat 1 to 16.

Note.—In place of "cartwheel" the "throw across" may be used, in counts 5 to 8, as follows:

5—Step on left foot. (Hands on hips.)

6—Full turn of body to left with hop on right foot. (Hands encircled over head.)

7—Step to left. (Right hand on hip, left over head.)

8—Hop on left foot, raising right foot. (Hands as in 7.)

Eighth Step (Handspring).

1 to 8—Same as 1 to 8 in first step.

9 to 10—Step with left foot to left, turning right instep to floor, both knees bent.

11 to 12—Reverse of 9 and 10. (Opposite side.)

13—Weight on left foot, right instep to floor.

14—Weight on right foot, left instep to floor.

15—Same as 13.

16—Same as 14.

17 to 24—Same as 1 to 8, starting with left foot.

24 to 28—Walk backward.

29 to 32—Walk forward and handspring forward.

Ninth Step (Exit).

Two step around floor and exit.

Peasants' Dance.

This is an English rural country dance dating from 1671. The following description is reproduced from the book "May-Pole Possibilities," by Jennette E. C. Lincoln, in which are a number of other dances of similar character. (See list at end of book.)

The description is written as used with a May-pole and ribbons, but it may be used without such equipment.

The Peasants' Dance is of simple character and suitable for young women. The steps taken are mainly in circles with the hands joined, though some of the figures may terminate with a reel. The following description is intended for fifty-six young women who may be dressed in ordinary or gymnasium costume. For exhibition purposes a simple white dress is appropriate.

An elaborate costume is unnecessary for out-of-door ef-

fect, since this latter is readily obtained by the addition of a long-pointed, laced bodice of any black material.

This figure consists of five groups of dancers arranged as follows:

Eight each, in quadrilles, form on the four corners of the green.

Twenty-four in the central figure about the pole.

The twenty-four form about the pole, sixteen as in the the four sides and one at each corner. All hold streamers or ribbons, if used.

All courtesy to partners and to corners. The sides and corners courtesy to the audience, right and left. Head couples cross right, then side couples cross right. Head couples return to places, left. Side couples return to places, left (always careful to observe the changes in the same line). Repeat. Heads and sides cross and re-cross until the streamers are plaited sufficiently on the pole. Those holding the streamers on outside corners and sides may add to the picture by holding the streamers in a canopy over the dancers, or they may make a revolution about them between every alternate crossing of sides and heads.

To unplait the streamers, the last couples who cross, must cross back again, and all be sure to travel in the same path at the same side as when weaving the pattern in order to prevent confusion.

When the streamers are all free, repeat courtesies to partners, corners, and to audience. All take hands and joined by the four corner groups, with fancy steps or running leave the scene. At the same time the eight on the four corners dance a quadrille as follows:-

1.—Courtesy to partners, 4 counts.

2.—Courtesy to opposites, 4 counts.

3.—Form a circle and side-step to right, once around, and back again to places.

4.—Grand right and left.

5.—Promenade all.

6.—Head couple form an archway, and all pass under; "Thread the Needle."

7.—Ladies' chain.

8.—Back to places.

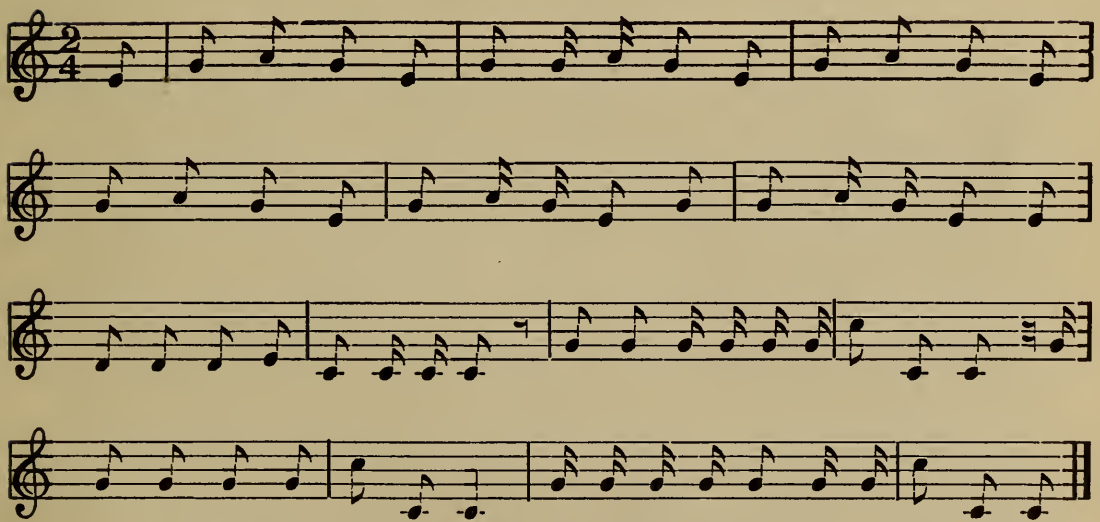
9.—All join hands, crossing in front, and the four corner eights join hands, leave corners, circle about the center figure at the pole and, in conclusion, run gracefully from the scene.

If preferred, Sir Roger de Coverly (Old Virginia Reel) may be danced on the corners. Positions as in Diagram II B.

The Queer Old Man.

Translated from the Swedish by Jakob Bolin and reproduced by special permission from the collection of "Swedish Song Plays" (for children).

I went into a strange foreign land,
And there I met a queer old man.
And he said to me: "Where goest thee?"
"And where, young friend, is thy country?"
"I come directly down from Courtesyland,
And if you courtesy, join our band!
Children who are gay come from Courtesyland."



The children join hands and slide step to the left, while singing the first four lines. Then they drop each others' hands, and stand still while singing the rest of the stanza. As the descriptive word (appearing three times) is being sung, it is acted out, as for instance:

1. Courtesyland: girls hold out skirts and bow, boys bow.

2. Clappingland: clap the hands three times at the word

"Clappingland," occurring twice, and once at the word "clap."

3. Jumpingland.
4. Noddingland.
5. Stretchingland.
6. Turningland.

Any number and variety of gestures to be added at the discretion of the leader.

Section Two.

FOLK DANCES: AMERICAN AND EUROPEAN

By A. J. Sheafe,

The current application of character and folk dances to playground and gymnasium uses, while it is certainly a step forward in physical education, impresses one with the realization that the steps and movements are as clearly out of sympathy with American instincts as the sentiment of such dances is out of sympathy with American ideas.

The Scandinavian folk dance, like all others of its class, takes its origin from the life of the common people, and its mission is to portray in rhythmic form the acts and situations of the characters or the industrial operations of the nation. It is here that they fail to interest us because of the fact that we are unfamiliar with the national life or industry.

The European folk dance coming from such a source displays only that degree of refined action which its original, the peasantry, has attained; and as conditions of life under European institutions, either social, political or industrial, are so widely different from life in America, it would be impossible for us to understand the pantomime more than superficially. Let us take, for instance, the "Varva Vadmal," or "Weavers Dance" of Sweden, whose figures are illustrative of the weaving of cloth. We of the Twentieth Century understand very little of the significance of those movements which show the pattern of the weave, for we are accustomed to think of cloth as the finished product of the machine and to take it as a unit in its completed state. We have no idea of what a weaver's knot may be and have never troubled ourselves as to whether the shuttle may fly forward and back, to right or left, or up and down.

Formation in "The Queer Old Man" Dance.
(See chapter 24.)

Grown-ups in a children's playground or athletic field are usually serviceable as a background. In this illustration a contest in shot putting is going on. The clear space in the center should be wider for this event; the on-lookers should not be allowed to crowd so close to the course of the shot; accidents are liable to happen.

Again, the "Skomagerstykket," or "Shoemaker's Dance," of Denmark exemplifies the operations of shoemaking, and at that the making of shoes after the manner of the Danish cobbler of many years ago. It is largely Greek to us, and furthermore we are, in reality, very little interested in the subject portrayed.

It is much the same in the case of the character dances such as the "Oxdansen." It has a story, indeed, but it relates it in a foreign tongue, and we are again confronted by the impossibility of understanding the representation of that which has never been brought to our attention.

One other point must be considered: the European folk dance is crude and gross. It represents rather the lack of national refinement than the possession of national grace. It is the representation of the life of the illiterate masses and contains only the expression of an ideal which is foreign to our life, our institutions and our education. The European folk dance is seldom or never the pastime of the better classes; and is not, therefore, strictly speaking, acceptable in an unexpurgated form.

It is one of the most deplorable fallacies of the American mind that the stamp "made in Europe," is a guarantee either of the quality or desirability of an article and this is especially true in this instance, when we compare the graces and almost elegancies of our contra dances with the crudities and frequent indelicacies of the folk dances of Europe. Our dance is the product of refinement, and came to us from the better classes of our population at a time when elegance was still among us, and the "grand air" had not yet entirely disappeared.

The Contra Dance, or as it was sometimes known, the Minuet or Cotillon, was dictated always by the aristocracy and imitated by the rest. It is the product of the drawing room, not of the stable. It has to do with ideals rather than ideas, and while its story may not be as practical from an educational standpoint, it deals with a subject that will never die rather than the expression of the life and acts of a civilization that has passed. It is the work of the artist rather than the artisan. It tells the story of the eternal aspiration of freedom toward beauty. It has to do with progress rather

than history. It exerts an influence of culture so marked as to attract the cultured, and were we to follow the process of the changes we should find in the figures of our old contra dance pleasantry without vulgarity and companionship without familiarity, in marked contrast to the attributes of the figures of the foreign folk dance.

It has been the salvation of American institutions that the American mind has been dominated by the ideals of those who have appreciated the opportunities of education and freedom in thought and action. Under such conditions the tendency must be forever upward. Why, then, should we revert to the representation of the unlovely which must be the result of the lack of those benefits which we enjoy? Why not express the free growth of our ideals rather than the stunted ideals of the masses of a less enlightened age?

Again, the exercise which may be obtained from the American contra dance is as valuable as anything which the foreign folk dance provides. It contains all that the foreign folk dance contains in an acceptable form, and presents to us a more lovely succession of figures and tableaux than is within the mentality of those persons whose lives have been so limited by the political institutions of their environment that they stand mentally and aesthetically nearly where their ancestors have stood for four hundred years.

Like our New England ancestry, the contra dance of America was of English origin, but it is erroneous to state that it takes its name from the fact that the early English dances of the column and line order were danced in the country by the peasantry, and therefore, country or rural dances. The euphonious coincidence of the English word "country" and the French word "contra" seems to be responsible for all the confusion as to name. Undoubtedly these dances were originally danced in the country as well as in the towns, and they may have been known as "country dances," but history does not record such a fact. It does tell us, however, that the French people who visited England admired the column and line dances, and introduced them into their own country as "contra" (opposite) dances, selecting this name because of the division of the couples in opposite lines. But the simple formation in parallel lines was not suf-

ficient to satisfy the French ideals, and it was not long before the French dancing masters supplied ends as well as sides, so that they might dance in a square, and this formation became known as the "quadrille." It was not, however, until about 1830 that the quadrille found its way into English and American ball rooms; and even then it was never regarded as a contra. The American contra dance differed somewhat from the English in many respects. In most cases the sets were limited to only such a number as would avoid the possible monotony of too frequent repetition of the figure.

The dances were executed either with the Scotch steps or the ordinary walking steps, and it was not unusual to find the old-time dancers executing the most artistic and difficult embellishments, the "pigeon wing" being a particular favorite. Nor were these fancy steps rare, but rather the rule, for it was the special pride of every young man in the early part of the nineteenth century to "cut a pigeon wing" and to execute properly many of the "entre chats, contretemps and brises."

In the northern part of the country all of these things were executed upon the ice in skating. The dances were entered into in true sporting spirit and the figures were so arranged as to satisfy the play instinct of the dancer without destroying their beauty or overstepping the bounds of propriety. As their names would indicate, the contra dances were composed to fit the occasion and the figure usually represented a definite action.

Is there not as much to be admired in our homely old "Money Musk" as in the "Daldans"? And wherein does the "Ostgotapolska" excel "Old Zip Coon"? Certainly not in point of enjoyment, and still less as a spectacle; and the American dance is quite as acceptable for physical training purposes as any of these.

Let us not forget, however, that no dance of whatever nationality ever became a national institution because of its adaptability to gymnastic uses. No choregrapher of any standing has ever conceded that the end and aim of the art which he practises, or even the science which underlies it, is the building of muscles. To the dancer, at least, an excess of muscle is as serious a handicap as an excess of fat. It is the aim of dance instruction to refine muscular action,

rather than to increase muscular strength, and any use to which dancing may be put as a means of strenuous development can only be successful in so far as the limited possibilities of the dance in such direction extend.

Perhaps there is no better representative of the American contra dance than "Old Zip Coon"; the music and description of which follow. (See next page for music.)

Old Zip Coon.—Like most contra dances, "Old Zip Coon" is executed in two opposite lines with the ladies on one side and the gentlemen on the other, facing each other. The set is usually composed of six couples, and thus the repetition is not so great as to become monotonous before all the dancers have gone through the figure. In this dance there is rather more vim than in many of the others, as two couples are always dancing, while in many of the others only one couple execute the figure at a time.

The figure starts with the first two couples, of whom the head couple turn toward the head of the set and go separately down the outside, returning up the center hand in hand while the second couple join hands and go down the center, separating at the foot and returning to place up the outside .....8 measures

These couples then repeat the figure with the first couple going down the center and up the outside, and the second down the outside and up the center .....8 measures

First and second couples (together) down the center and back and the first couple "cast off" at the head, i. e., change sets, lady going in front of the gentleman .....8 measures

First four "right and left" .....8 measures

Right and left is executed as follows: forward and give right hand to opposite person and pass by; give left hand to partner and walk around to face center .....4 measures

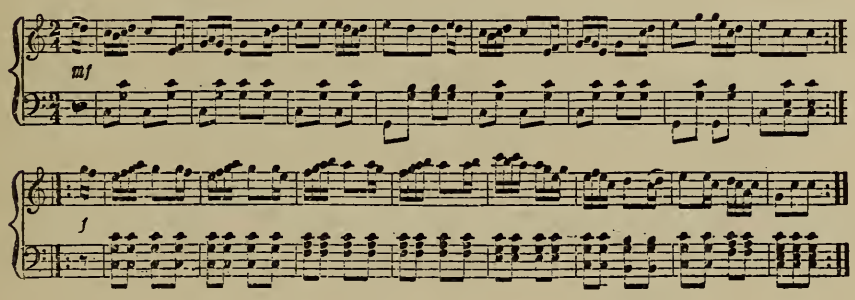
Repeat, giving right hand to opposite and pass back; give left hand to partner and go around to place .....4 measures

This may be executed either with walking steps or the skipping step. The music should be brisk and lively.

Some American Folk Dances.

Virginia Reel.
Lady of the Lake.
Maid in the Pump Room.
Pop Goes the Weasel.
Chase the Squirrel.
Money Musk.
Dan Tucker.
Arkansas Traveler.
Constitution Hornpipe.
Devil's Dream.
Drunken Sailor.
Jakie's Hornpipe.
Girl I Left Behind Me.
Hey Daddy, Walk Around.
Haste to the Wedding.
Portland Fancy.
Jordan Am a Hard Road.
Hull's Victory.
Old Zip Coon.
Smash the Windows.
Speed the Plow.
Winds that Shakes the Barley.

OLD ZIP COON.



A Rustic Dance.
(See page 186.)

CHAPTER XXV.

SWIMMING, WADING AND WATER SPORTS.

Shallow Water for Wading, Deeper Water for Swimming are Desirable—Tub Racing—A Note Not for Parents—Sanitary Precautions.

Playgrounds ought to include water deep enough for swimming and other water not deep enough for swimming. Wading pools, with water one to two feet deep, are required as well as water five or six feet deep; there are users for both. This paragraph is written with artificial conditions in mind. If the playground is so located that there is a lake or river or pond that only needs to be made accessible, the problem is a simple one.

Swimming is treated in special books on the subject. (See list on page 268.) Teaching swimming should be a part of all physical training work, wherever and under whatever name conducted. Every boy and girl ought to know how to swim and care for himself and herself, and for others, in the water as well as how to walk and bathe. If this was so there would be very few grown up people drowned through ignorance of how to swim.

A wading pool in daily use ought to be made with means for constant flow of water in and out. In addition, the pool should be entirely emptied twice a week; once a week may answer if oftener is inadvisable for local reasons; unless there are natural means for keeping the water clean. A natural pool will usually have natural means for intake and outflow, so that the bother of looking after the sanitary condition of the water need cause very little worry.

Wading and using shallow water by small children is a matter that apparently requires little supervision beyond that naturally given to playground activities in general. But it is possible of use systematically. There are things to do in the water as well as on dry land. Not all the physical exercise is to be had from ordinary games or with apparatus.

"Wading pools with water one to two feet deep as required."

There are games to be played in the water. A game of tag played in a wading pool has its own interest and fun, provided of course that the water is not too crowded and the players are appropriately dressed.

In the way of formal, organized, water sports there are **Water Polo, Water Basket Ball** (for which rules are given on next page) and others.

There are of course the forms of swimming for experts and those who aspire to be experts, such as fancy swimming, diving, somersaults, and so on. These require water that is not shallow but has proper depth.

In the wading pool, or other shallow water that is suitable, there are distinctive interests for the younger children. Some of these have been mentioned. **Leap Frog** can be played there and the splash when the frog leaps over and lands kerplunk in the water is interesting to both onlookers and children, again supposing the children are properly dressed for the wetting. A short run starting on land, going through the wading pool to the land on the other side is interesting. If the players are in water costume, they can roll in the water, just as gymnasts roll on mats indoors or on the grass out of doors; and the children in the water will get a full measure of fun out of it. If the pool has sloping edges, not high granite or cement sides, and is at the botom of a slope, the children in bathing suits can start at the top of the slope and roll down plump into the water, thus doing two things most youngsters enjoy: rolling on the grass and playing in water.

Tub Racing is a source of universal delight to everybody concerned. The children in the tubs will never get enough of it; the older people who are spectators will seldom show signs of weariness in watching the events, and especially in waiting for the expected to happen. It usually does happen sooner or later.

Children will teach one another to swim and often do it better than a more scientific instructor. As in the old country swimming-hole, where grown-ups seldom intruded (or if they did it was without receiving warm welcome) the youngsters learned how to swim with nobody's help. The children of today will do likewise if they have the opportunity. The small children can swim in the wading pools, where the

water may not be deep enough to cause parental heart failure. Older ones can use the swimming pools and ponds.

It has been demonstrated in the Chicago swimming pools that the fittest stroke will survive; the children will use the form that best serves their purpose when allowed to do so. A stroke that may be good for one may not be the best for another.

A Note that parents need not read.—In the center of many playground pools and wading pools is a fountain or pipe that plays water constantly to keep the pool filled and to keep the water more pure. This is the official purpose of such fountains or pipes. From the point of view of the children the purpose is to provide a simple way to squirt water on their playmates. If Johnny can catch Walter when he isn't looking and can send a half-inch stream of water down his back, the playground is well worth while for that day. Some playgrounds have rules against such things, but what are rules for except to be broken? A fellow's got to have some fun, somehow! The organized play and supervised exercise doesn't fill quite all the needs of a live boy-animal!

Rules for Water Basket Ball.

These rules for water basket ball are founded on those prepared by Dr. A. E. Garland, Boston Y. M. C. A., supplemented by those employed in the game in vogue in Chicago.

The ball shall be an ordinary uncovered round ball.

The goals shall consist of two 18-inch rings suspended on 12-foot poles, a foot being allowed for sinking in the sand and a foot above the ring. The ring shall be five feet above the surface of the water.

The goal shall be placed in water 42 to 48 inches deep.

The playing space shall be proportionately 5 by 3 feet for each of the players, of which there shall be six on a side, two forwards, centre, half back and two full backs.

The officials shall be an umpire, a time keeper and a score keeper.

The game shall consist of two halves of 15 minutes each, wth a rest of 10 minutes between. The teams shall change baskets after the first half.

The umpire shall have entire control of the game. He

"There are forms of swimming for experts and those who aspire to be experts, such as diving."

shall call all fouls and determine when the ball is out of bounds.

A goal made from the water shall count two points. A free throw from the 10-foot mark will constitute the penalty for a foul. A goal made in this way will count one point.

No goal shall be thrown from out of bounds.

When the ball is declared out of bounds by the umpire, the first man touching the ball shall throw it in from right angles where it crosses the line.

A foul shall be called by the umpire for holding, tackling, striking or unnecessary roughness.

The ball may be carried or thrown in any direction.

The ball is held when two or more players get their hands on the ball, and shall be thrown up on the spot by the umpire.

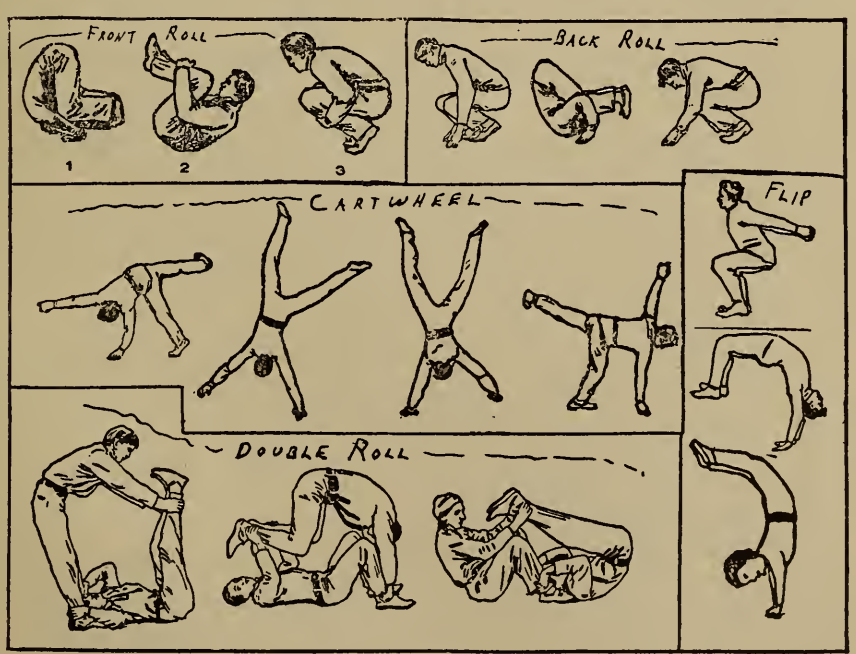
The two opponents first touching the ball shall jump for the same.

The ball shall be started by the umpire throwing it up in the centre and shall be touched first by the centre men.

Two rough fouls shall disqualify the player.

A player may be disqualified by the umpire for one rough foul or for ungentlemanly conduct.

After each score, the teams line up as at first.



(See chapter 26, next page.)

CHAPTER XXVI.

PYRAMIDS AND TUMBLING.

Useful Types of Work for Outdoors and Indoors—
Rolls—Dives—Cartwheel—Hand Springs.

Boys and men will like to make pyramids now and then if shown how, and the work is not too hard. Advanced men who are athletes or gymnasts will also approve this form of work, which is as good outdoors as indoors; or better than indoors. The illustrations (page 206) are simple in nature, and are merely suggestions. They are from a pamphlet, "Pyramids and Postures," by A. B. Wegener (see list on page 268), which gives additional information covering the use of these formations and 40 others of similar nature. Some of them can be used for girls quite as well as for boys.

Tumbling.—One of the most natural of physical activities for children is tumbling. In its technical sense, this mode of physical training is of much value and always pleasurable to those who take part in it. To be sure, it is somewhat undignified for grown-up men, although a little of it will do most men good even if the bald spot has begun to show. In the playground, tumbling may be done on the soft grass or a definite place may be made with a dug out space in the ground filled with several inches of tanbark.

A beginning point for tumbling is the "forward roll," which is simply rolling forward with the body doubled up. On the soft grass or tanbark this is easily done; on a dirt floor it is questionable policy to do much tumbling of any sort, unless really expert.

The **Forward Roll** is done in this way: Place hands on ground a foot in front of toes. Bend head forward and then bend the body forward at hips; bend knees and sink until shoulders are close to the ground. With a little push with

toes, roll over, keeping knees close to chest. Just as the toes are off the ground in the roll forward, push the arms forward straight in front of chest, thus aiding in coming to standing position.

The **Backward Roll** is done by dropping from standing position to a squat, toes raised from ground, and falling backward quickly. As soon as the body falls backward, the hands are pushed in the same direction and placed on the ground. Push strongly with the hands to help in the roll and to raise the body to make room for the head, which is during this time bent forward. Keep the knees close to the chest until the roll is completed; then rise to standing position as at the start.

Combine the forward and backward rolls, doing the forward first and then, instead of coming to standing position, roll backward and then stand.

After having learned to roll forward and backward, a more difficult "stunt" is to dive forward and then roll. The **Dive** is done in the same manner as diving into the water. Start with a little jump from both feet, hands together over the head; let hands strike the ground first, with the feet in the air. Then roll forward as before. The length of the dive can be from a few inches to as many feet as the expert can cover.

After knowing how to dive well from standing position, try it with a preliminary short run.

The **High Dive** can be done in similar manner. Begin by diving over a boy kneeling on hands and knees. Increase the height of the obstacle to be dived over by having the boy stretch up as high as possible. Then try a larger boy. Then a man, if there is one handy. (This is a good way to get a spectator busy for a few minutes and so give him some exercise without his knowing anything about it.) Next, have two boys stand facing each other, holding hands, the divers going over the hands. If there is apparatus so a jumping standard can be used, the bar can be placed at any desired height.

A **Back Hand Spring** is something for the boys to work for, during their learning stage. This is a feat of considerable difficulty and should not be tried unless some one is at hand

who understands it to give help, and to prevent a likely fall and possible injury. In a gymnasium it is usually learned with the aid of a special strap fastened about the waist, for a fall and good many more falls are almost certain to a beginner. If a strap is not available, the same aid can be given by two large boys or men standing one on either side of the performer, ready to lend aid at the proper instant.

The Back Hand Spring, also known as the Flip, consists of a movement of the body upward and turning over backward. The feet leave the ground at the start, describe a circle, with the head down towards the ground, and strike the ground at the finish.

The **Double Roll** is not specially difficult but requires a "knack" of doing the right thing at the right instant. Two boys are necessary. A lies on the ground, on his back, legs raised and straight. B stands with feet spread over the head of A. A grasps B's ankles; B grasps A's ankles. B dives forward, carying A's feet to the ground, with his knees bent, B continues the dive, and as he rolls forward, A rises and follows in the same manner, each holding firmly the ankles of the other, all the time. This combined movement is continued as long as desired, or as long as breath lasts, for it is a real endurance test. (See drawings, page 203.)

FIG. 1.

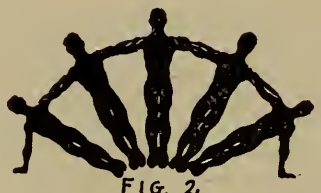


FIG. 2.

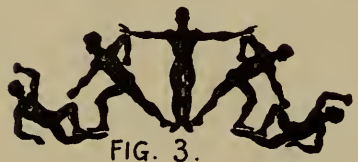


FIG. 3.

FIG. 4

FIG. 5.

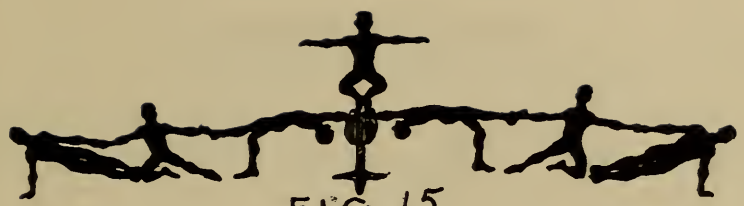


FIG. 15

FIG. 16.

FIG. 17.

FIG. 18.

(See chapter 26.)

CHAPTER XXVII.

SCHOOL GARDENS.

A Connecting Link Between Schools and Playgrounds—Sort of Systematic Work Feasible—A Program.

Gardening is a feature of many playgrounds and an element of real value to city children, as well as one in which most of them take a decided interest, once started in the right path. That real results of tangible, eatable nature follow the work in these gardens is shown by the figures from one playground in Philadelphia; where in a season of five months the following crop was harvested: 5,200 radishes, 3,200 beets, 52 pecks beans, 25 baskets tomatoes, 12,000 heads lettuce, 150 bunches of flowers. The flowers were sent in considerable quantities to a local hospital.

This phase of playground activities permits a wide interest in the movement, for it touches the civic betterment efforts already referred to in Chapter I. It also supplies one more link to tie playgrounds to general education. School yard gardens are a feature of many school systems. Combining them with playgrounds seems wise from all points of view.

Some facts are appended about the Philadelphia school gardens, conducted by the department of physical education as one phase of its summer recreation work; the other phase is the playgrounds.

"Each class receives lessons in nature study or elementary biology that she can readily give these nature study talks. This botanical knowledge need not be very scientific. The teacher should also know stories and poems of which plant or insect life is the theme.

"The school garden season is from April 7th to October 7th. The salary for the season, April 7th to October 7th, is as follows: Principals $400, assistants $225, gardeners $300. As a rule there is a principal and an assistant in each garden, while one gardener is assigned to every two gardens.

GENERAL PROGRAM.—Each garden, averaging one acre, contains from 150 to 200 individual plots, 16 class plots, 16 sample plots and borders running along the four sides and through the middle.

On account of the large number of children holding individual plots, they are divided into four classes, two classes coming each day. "First and Second Class" does not, therefore, signify any difference in the grade of work.

During the school months, April, May, June and September (except Saturdays), the daily program is as follows:—

9.00 to 12.00, 2.00 to 3.30.—Kindergarten and primary classes from nearby schools visit the garden, the visits lasting from one-half to an hour. Ten to twenty minutes are devoted to nature study, and from twenty to forty minutes to practical garden work on class plots.

3.30 to 4.30.—Work on individual garden plots by the children of class I.

4.30 to 5.30.—Work on individual plots by the children of class II.

First class: 8.00 to 8.20—Nature study lesson; 8.20 to 9.30—Individual plot work; 9.30 to 10.00—Work on borders and sample plots.

Second class: 10.00 to 10.20—Nature study lesson; 10.20 to 11.30—Individual plot work; 11.30 to 12.00—Work on borders and sample plots; 12.00 to 12.30—Inspection and clerical work.

The 1907 Philadelphia Board of Education conducted 10 school gardens which were open for 145 days, from April to October, employing one supervisor, 9 principals, 10 assistants and 6 gardeners for the six months There was a total attendance in the gardens of 90,919 children. The total cost for the season, including salaries and material, was $11,035. The cost per child for the season was $17.60. The cost per child per day of 5 1-4 hours was 12 1-7 cents. There were during the season 1,486 individual plot holders. Of the 1,292 who began in April, 784 or over 60 per cent., kept their plots the full six months. The season's averages showed also that 60 per cent. kept their plots five months, 65 per cent. four months, 74 per cent. three months, and 83 per cent. two months.

One of the pioneer playgrounds with systematic, supervised work for children in crowded city sections was the Columbus Avenue Playground, Boston, conducted by the Massachusetts Civic League, of which Joseph Lee was and is secretary. In a report of garden work there, some practical details of administration are presented, based on four years' experience. The following extracts are pertinent:

Gardens have been conducted with the co-operation of teachers in nearly all public schools. "The teachers selected the children, choosing them for different reasons, for scholarship, for good conduct, or because the children physically needed the outdoor life. A list of vegetables and flowers were sent to each teacher and each child was allowed to choose one or two vegetables or one or two flowers, and one kind of vine for a fence around her garden." The choice was written on slips of paper by the child with her name and address and sent to the garden superintendent. "The gardens were then assigned; vegetables of a kind being placed together and flowers aranged so that their colors might harmonize. The teachers interested themselves in the children's choice, tried to describe what each flower and vegetable looked like, if new to the child, encouraged them to write about their gardens and talk about their work."

The gardens were all four feet wide, the length varying according to location. The planting was done by the children in the beginning, principally under the direction of an experienced gardener and partly under the direction of the garden superintendent. Each morning notes were sent asking for certain children to go to their gardens at 9.00, 10.00 and 11.00 o'clock, and so on until 6.00 o'clock. If a certain garden needed a great deal of work which required no supervision, the child was sent for alone and given time to do the work. At other times two or three were sent for and again fifteen or more worked at the same time.

PART FIVE

The Chicago Method in Action.

Playgrounds are greater preventatives of delinquency than courts.—*Ben B. Lindsay.*

Play furnishes a distraction from the commonplace world. Especially is this the case with children. who more readily and completely lose themselves in present enjoyment. (Games of chance preeminently have this power over adults.) "When a child strikes the combination required," says Baldwin, "he is never tired working it."—*Gross.*

Girls need health as much—nay, more than boys. They can only obtain it as boys do, by running, tumbling—by all sorts of innocent vagrancy. At least once a day girls should have their halters removed, the bars let down, and be turned loose like young colts.—*F. H. Hamilton.*

The playground is not merely for the physical good of the child, not simply a clearing house for the street, but a vital educational factor.—*Stoyan Tsanoff.*

CHAPTER XXVIII.

THE SOUTH PARK SYSTEM IN CHICAGO.

This series of ten municipal recreation centers, playgrounds and gymnasiums is given somewhat detailed attention because it is at present the model system in America. Created under very favorable conditions, provided with ample financial resources, ably managed by a staff of men and women fully competent and in sympathy with and alive to the possibilities of making what had been an ideal become the practical, the South Park System stands perhaps at the head of any similar institution or group of institutions in the world.

It can be fairly said that perfection has not been reached, either in construction, equipment or management, but the ideal has been so nearly approached that the results command the serious attention of philanthropists, educators, social workers, leaders in physical training, and all persons interested in aiding average individuals to have more efficient and enjoyable lives.

The South Park Commissioners started on the present work in 1903, although the South Park System was created in 1869, for purely park purposes. It was recognized that the physical, moral and mental welfare of the population in the South Park district was "the great municipal problem of the day," and would "become more and more acute" as population increased. The people referred to were and are wage earners, many of them of foreign birth or direct descent, such as congregate in all large cities. To meet the needs as seen by the commissioners, elaborate plans were made for a series of twelve parks, ornamental and useful, in each of which the central feature would be "provision for gymnasium work, summer and winter, for men and women and boys and girls," offering "places where physical and mental culture and wholesome recreation may be enjoyed by anyone who conducts himself properly." Ten parks are in use; two are being equipped.

"A playground building is as important certainly as an open air space." The illustration shows a typical recreation building in one of the Chicago South Park Recreation Centers.

During the four years 1903-8 over $6,500,000 has been expended. In one year the total attendance was nearly 5,500,000, of which 2,278,000 were users of outdoor gymnasiums and playgrounds.

It is certain that few cities could duplicate Chicago's work on such a comprehensive scale, and it is fortunate that not very many cities require such extensive provision for their population, but the elements of the system can be applied in any city or town; every city and town has need to do so. Therefore the South Park System and experiences are of general interest.

A comprehensive survey was presented in a report printed in "American Gymnasia," by Secretary Henry S. Curtis of the Playground Association of America, in which he said:

No one can see the new system of parks and playgrounds in Chicago without a feeling of admiration and wonder at this magnificent civic enterprise. Taking all in all and considering the magnificence with which it is planned, the great number and variety of new features which have been introduced, and the rapidity with which it has been accomplished, this seems to me one of the most remarkable undertakings that has been carried through by any commonwealth.

The South Park Commissioners, appointed by the judges of the circuit court, and thus independent of politics, have always been men of the highest ability and integrity. The actual supervision of the parks and playgrounds has been in the hands of Mr. J. Frank Foster, a man of tireless energy and unusual ability, for the past twenty-seven years. He has had the same freedom in making appointments and discharges that a man has in his own private business. South Park is a separate taxing body and levies a tax of two mills on South Chicago for the support of this park system, so that it is independent of the city both in its officers and its funds. It gets its appropriations directly from the state. It has a separate police force, a separate water system and a separate electric light plant. This form of organization has doubtless added to the efficiency of the system, yet the new South Park System remains a work of almost inexplicable genius.

A little more than two years ago (1903) it received $4,000,000 for small parks and playgrounds. Since that time

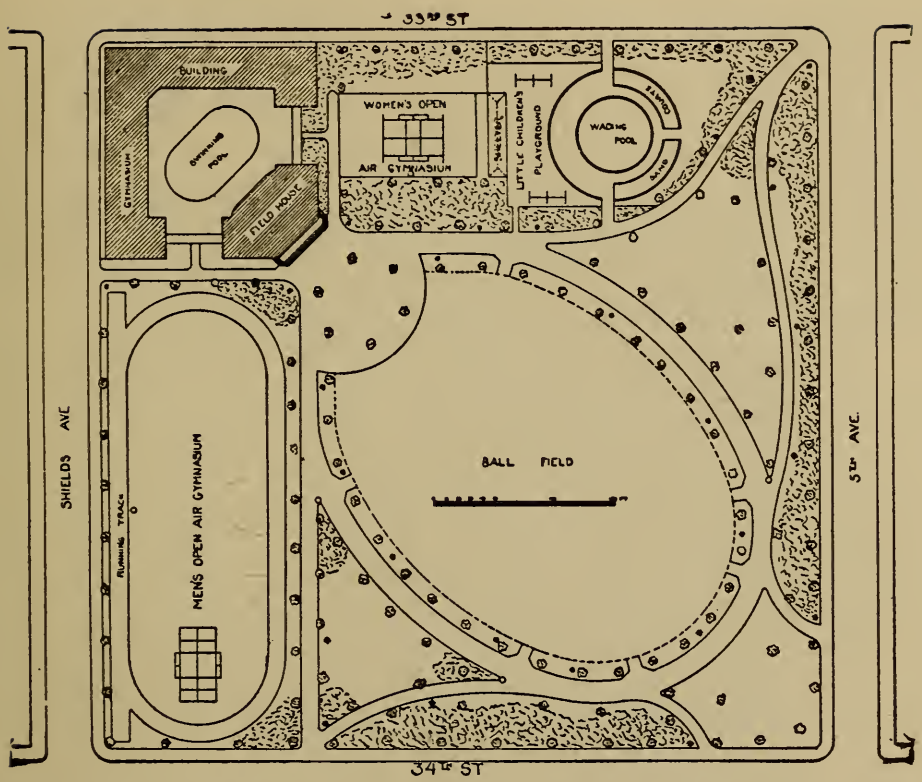
it has received $2,500,000 additional, West Parks has received $3,000,000, and North Parks $500,000, making $10,000,000 in all. This increase of $6,000,000 over the original appropriation seems to show that Chicago believes in her new system, and is ready to tax herself for its support and increase.

One of the first features to strike the eye of the visitor is that this park playground has the beauty of the park and the utility of the playground at the same time. It is in fact a playground for all ages and sexes, and yet so beautiful that it seems like an oasis in the coal grimed desert of South Chicago. Each of them is surrounded by a high iron fence, but even now the fence is so far concealed by trees, flowers and shrubs that it can scarcely be seen from the inside, and soon it will entirely disappear. On entering one is first impressed by the athletic field, where baseball and tennis are played during the summer, football and tennis in the fall, and skating and tobogganing are enjoyed in winter. The water is sprayed on with a hose, so that the ice is frozen as soon as the thermometer drops one or two degrees below the freezing point. As these parks are in crowded sections the ice is literally covered with skaters. A slide is erected at one edge for tobogganing. The shelter house on one side is closed in and heated for the skaters and coasters.

A second notable feature is the athletic field and gymnasium for men. This is also surrounded, as are each of the features of the playground, by a high fence of sharp iron pickets. This field is surrounded by what they claim is the best running track in the world and which is certainly among the best. The outdoor gymnasium is large and complete, being furnished with every detail of outdoor gymnasium equipment. There is a separate place for each field event, such as putting the shot, the high and broad jump, pole vaulting, etc.

Not far from this is the outdoor gymnasium for women and girls, which is similarly equipped but smaller, and with more features intended for play rather than systematic exercise.

A fourth feature is the playground for small children, also surrounded with a high iron fence, and equipped with all the more improved forms of playground apparatus. In the center is a good sized wading pool. Running nearly around this is



Showing the general arrangement of the various features in Armour Square, one of the recreation centers in the South Park System, Chicago.

a concrete sand bin often as much as 150 feet in length and 15 feet in width. It is covered with an awning. Around this on a concrete platform runs a concrete seat for the mothers. This is also about 150 feet in length. I was told that it was nearly filled during the summer months with mothers who come to put their little children in the sand while they sit on the bench and sew, or read or watch the children.

A fifth outdoor feature is the outdoor swimming-pool. This is the most popular feature of the whole playground during the summer months. It is a concrete pool a little less than half an acre in size and ranging from three to eight feet in depth. It is surrounded by a beach of white sand in which the bathers burrow and bask as they do on the sea-shore. Around this are some two or three hundred bathing booths. The gateway into the pool is through a shower house containing some ten or fifteen showers, through which everyone is required to pass in going into the pool. Just outside are the waiting benches where about 200 people are usually col-

lected during the middle of the day waiting for an opportunity to go into the pool. Each group of bathers is given one hour, and then, at the sound of the gong, they leave the pool and another set of bathers take possession of it. The park furnishes bathing-suits, towels and soap. It is open four days a week for men and two days for women. The pool is lighted by electric lights and is open until 9:30 every evening. The attendance ranges between 500 and 1,500 daily.

The most notable and distinctive feature of these new parks, however, is the field house. These field houses were built at the cost of about $90,000 apiece. The material used in nine out of ten buildings is concrete and the roofs are green mottled tiles. The approach is by a broad flight of steps extending almost the whole length of the building. On entering one is struck by the magnificent color scheme and the wonderful harmonies of the reds, browns, greens and blues and other colors which have been used in the decoration. The broad entrance hall contains a circular rack of potted plants which enlivens the interior and reminds one that he is in a park. At one side of the entrance is a restaurant or lunch room at which such small refreshments as soups, sandwiches, coffee, ice cream and pie are served. All of these viands are sold at cost. Five-cent dish of ice cream, which is made by the park department, is said to be the best ice cream in Chicago and is certainly delicious. So excellent is this simple lunch room that many working people in the vicinity are now going there for their lunches in place of going to other restaurants. The settlement workers say that they are having a strong influence against the saloons; that the people find it a pleasant place to come and sit down and have a cup of coffee or a dish of ice cream, and that the attractive surroundings give it advantages over saloons.

On the other side of the entrance, in a number of buildings is a branch of the Chicago public library. All of these libraries are used to the fullest extent.

At one end of the building is a gymnasium for men. This is completely equipped with the best modern apparatus, so arranged that the apparatus goes up on pulleys to the ceiling, thus leaving a clear floor for games of basket ball, indoor baseball, etc. Just off from this are the best steel lockers

The type of steel pipe frame for apparatus installed in the Chicago South Park outdoor gymnasiums.

which can be had, five or six shower baths, and a plunge pool usually about 15 to 20 feet in length.

At the other end of the building there is exactly the same equipment for women.

Sometimes on the ground, but more often on the second floor, is a large auditorium with movable chairs which is used for public lectures or public meetings of any kind, or for dances or social gatherings. The South Parks System is offering to the people a clean, attractive, well lighted hall which may be used for any neighborhood purpose where the best influences prevail. They have already done much to lessen the use of the surrounding dance halls, and it is hoped that they will soon be able to close many of them. Off from the auditorium are four or five club rooms.

A notable feature about the use of the new parks, and especially the field houses, is that the ones in the better sections of the city are most used. In Hamilton Park which is surrounded by a professional and business population of men who are supposed to earn from two to five thousand dollars a year, all of the features of the field house are used almost to their full capacity.

The keeping of this system is fully up to the level of the plan itself. Every part of it is faultlessly clean. Every piece of apparatus is tested every morning before the children are allowed in. During the summer time there are from fourteen to twenty attendants in every one of the playground parks. There are three life savers at the swimming pools. There is one who has charge of the shower-bath house and several attendants at the bathing booths themselves. There are three janitors, and a force of three or four men who mark out the running tracks, tennis courts, care for the approaches, etc. There is a manager in charge of the building.

Gymnasium instructors from May to November have charge of the outdoor gymnasium and fields, and from November until May they have charge of the indoor gymnasiums. The hours are from 2 to 9.30 in summer and from 3.30 to 9.30 in winter. All of these instructors are high type men and women, most of them being college graduates. They are receiving, at present, $1100 a year. Every part of

the playground is open until 9.30 at night. On Sundays there is a special director who is an assistant to the regular athletic director and who takes charge of the work on that day.

On the whole the impression which is left from the visit is one of wonder that any system with so many new and progressive features could have sprung into existence in such a brief time.

The following from a report by E. B. De Groot, director of gymnastics and athletics, including the playgrounds, indicates the scope of the work done in that department:

With ample space for action, the problem of selecting the outdoor equipment had reference only to the best arrangement of such apparatus as might be selected to carry out a definite plan of activities.

The psychological, sociological and physiological factors involved in the play interests of a group of sixteen-year-old boys differ from the interests of a group of seven-year-old boys, and the interests of a group of fourteen-year-old girls differ from both. Separate and distinct gymnasiums, therefore, with apparatus of the character, sizes and heights adapted to these group interests were planned and installed.

Apparatus for the outdoor gymnasiums was designed and constructed with special reference to the maximum of endurance and exposure to weather conditions.

It is the plan to conduct out-of-door work from May 1st to November 1st. Much of this work is informal and undirected except that the gymnasiums are under the supervision of the instructors at all times. In addition to the informal and undirected work, formal class work in free exercise, apparatus work, games and athletic events are conducted afternoons and evenings at stated hours.

Emphasis is placed upon the organization of track athletic teams, the holding of dual, triangular and inter-park meets, arranged and conducted with reference to group interests.

"Invitation" athletic meets of suitable character are conducted among the girls.

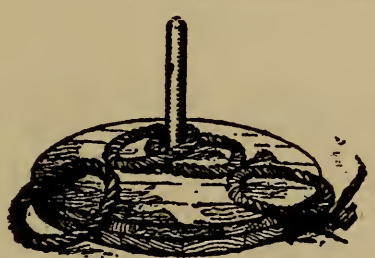
The guiding principle in conducting all out-of-door work

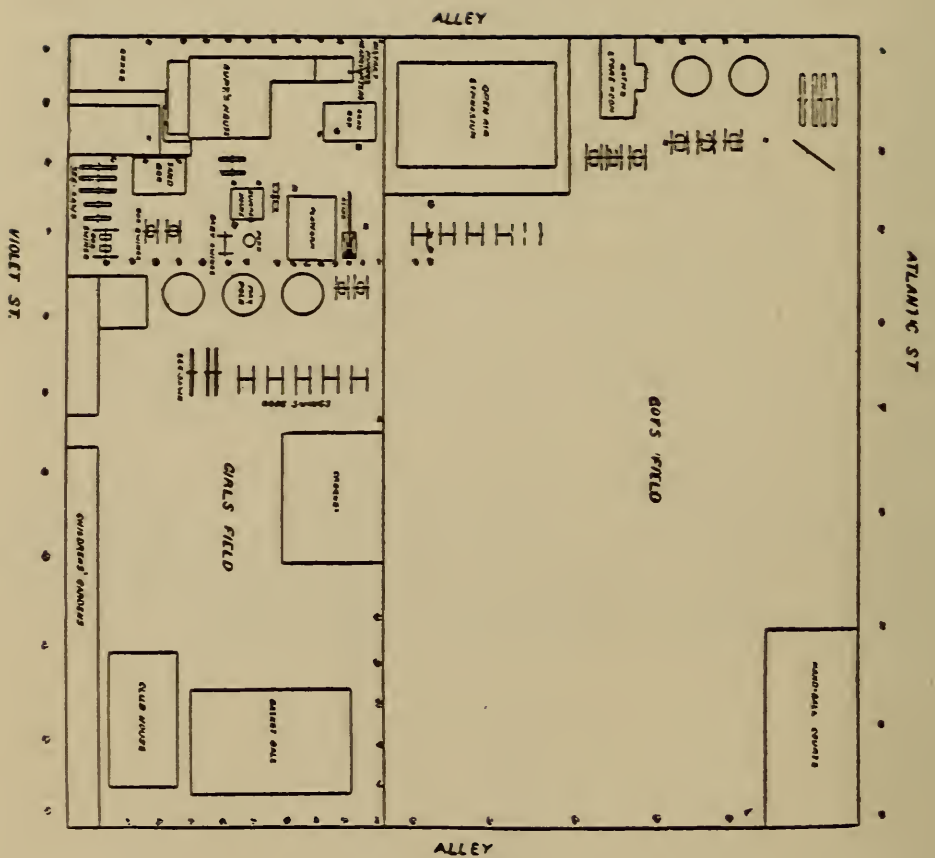
"This is the most popular feature of the whole playground during the summer months."

is to involve great numbers, to organize, along the lines of simplicity, large groups for interesting and beneficial gymnastic and athletic activities.

The value of the gymnasium and playground as agencies with which to combat the tendencies toward social and physical degeneration, which inevitably accompany city life, has been emphasized by many eminent pedagogues, scientists and sociologists. Our public schools are first in combating and delaying the effect of these tendencies. But the valuable physical, mental and social training given by the public school ends with the vast majority of children when they are still in their most plastic stages of development. Their school and playtime is cut short because of the necessity for seeking work in office, factory or shop, there to become a cog in our complex industrial life. The park gymnasiums may, and do, at this time furnish the training needed in the children's muscular and neural development; and with the gymnasium conducted with reference to the sociological factors involved it may be claimed that this work is a valuable adjunct to the public school system.

There is evidence on every hand that the new small parks and squares are factors of great value in the solution of the problem of "how to make city life less detrimental to the physical, mental and moral welfare of the masses."





Arrangement of Playgraund No. 1, Los Angeles, California.. Size 293 by 300 feet. Used by 53,000 individuals in a year.

PART SIX

Miscellaneous Information.

He who breathes best lives best.—*Robert J. Roberts.*

Attractiveness should be combined with usefulness in order to obtain the best moral results of the public playground.—*From report of Playground Committee, St. Paul, Minn.*

In a play center the children are made to respect others' rights, to assume the responsibility of keeping the grounds in order and caring for the apparatus and in a hundred ways are taught the lessons that many of our citizens would do well to learn, as our court records show. Then do these results "justify the expenditures of large sums of money."—*Children's Playground League Report, Rochester, N. Y.*

CHAPTER XXIX.

COUNTRY AND VILLAGE ORGANIZED RECREATION.

Showing Children and Others Outside Cities How and Why to Play and Exercise—Social Effects—Making Rural People Content With Improved Conditions.

Largely through the initiative of Myron T. Scudder, principal of the State Normal School, New Paltz, N. Y., the idea of great all-family open-air festivals for pure recreation, play, athletics and social gathering, for people of the country districts, has had its first worthy exemplification in America. Radiating from that school, the inspiration for outdoor sports has found a ready field and a response from the people of all ages. Once a year since 1906 a Field Day and Play Festival has been held at which there were formal games and contests of all sorts for children and older folks who might care to take part. There were quieter forms of recreation for the others. A social spirit has been cultivated and the people from widely scattered villages in Ulster County meet with visitors from elsewhere in a new and desirable relationship.

The idea of showing children and others outside the large towns and cities how to take rational exercise, how to play, may seem to the uninitiated fully as follysome as the old idea of supplying Newcastle with more coal. Most people who do not know better imagine that the country boy and girl do next to nothing else but play; that country children are admirably supplied with both inclination and means for all necessary play and physical activiity. On this point let Mr. Scudder speak, as follows:—

By Myron T. Scudder.

Organized play in the country districts is of such great importance that the attention of people may well be directed to it. A contented population is absolutely essential to the welfare of the nation, not alone because it produces food and

materials for clothing. It is far and above the most important source of the nation's manhood and character. A nation to become noble and powerful must keep close to the soil, and further, a nation develops power in proportion as its people remain in contented prosperity and in large numbers on its farms. It is vastly important that everything be done to infuse new life and new enthusiasm into the country districts. The dominant question in the rural mind should not be, "How can I get away?" but "How can I make conditions such that I shall want to stay?"

In order to discuss intelligently the value of playgrounds in rural districts we must see the playground as a social institution and in its proper setting; we must realize the social needs to which organized and supervised play is to minister. To most people the play of children may seem to consist chiefly of certain childish activities whereby health and pleasure are promoted, but in this discussion we wish to keep constantly in view the fact that the importance of play in the country is not so much to promote health as to develop social instincts, to introduce another powerful centripetal factor into country life which will tend to counteract the expulsive or centrifugal features alluded to, which have been so actively depopulating our rural districts.

At first thought it might seem that country children already have plenty of play. * * * They do not play much, and if they do not play much they do not play enough. Their repertoire of games is surprisingly small and inadequate, a statement which can be substantiated by statistics recently gleaned. There is no end of work to be done and play is considered a waste of time except in case of very young children. The same is true of country people toward athletics in general. There are plenty of ways of developing muscle without fooling with such matters. We are frequently met by the objection on the part of parents and school officers that children are not sent to school to play or to take part in athletics.

The case of the village boy may be said to be particularly bad; comparatively little work to do, and unless he has opportunities outside of school for athletics and play, is likely to pass much of his time in inane idleness, or in activities that are far from wholesome. "Satan finds some mischief still," etc. This may have something to do with bringing about a

situation characterized in the epigram: "Man made the city, God made the country, but the Devil made the little country village."

Left to themselves country districts will do little or nothing toward accomplishing a change. Initiative must come from outside. An important question is, what outside influences may be brought to bear on the situation? Best available outside agencies to be considered are: 1, private philanthropic effort; 2, efforts emanating from a powerful institution like a country college, a normal school, a high school, or the Y. M. C. A.

The possibilities of promoting the playground movement through the agency of some institution, is shown by work done by the State Normal School, New Paltz, N. Y. The normal school is located in a village of 1000 inhabitants—prosperous farming section. The school faculty conceived the idea of holding occasional Saturday sessions—called conferences—in neighboring country schools. In an informal way these conferences soon developed into a great power. Teachers, parents and children were invited to attend and bring lunches. Local granges were always represented by some influential members. At one session an athletic league was organized, and set into active operation "to foster all forms of clean athletics among country school children, to teach them and their teachers outdoor and indoor games, and to bring schools of the league (Ulster County Country Schools) together at least once a year in a field day and play picnic."

The scheme of class or group athletics is one of the most valuable features of the work attempted for two reasons: First, however, surprising as it may seem, country boys are as a rule, physically undeveloped or unevenly developed, and in most communities very few have shown themselves able to make the required standards. They, therefore, are likely to become discouraged and quit. But they are easily attracted and their interest held by the group athletic system, in which the average of an entire class or group is taken in chinning, jumping and dashing without any regard to standards, and schools may compete at any time of the year with one another, though miles apart, and never coming in actual contact. Thus it forms a sort of training school for the heavier events.

Second: The record for jumping is submitted in the fall, for chinning (an exercise which may be held in the schoolroom) in winter, and running in the spring. Thus interest in athletics may be spread through the year and the enthusiasm of the teacher and children, yes, and of the community, too, tided over successfully from field day to field day. * * *

A few words in conclusion. The playground, if it can be widely developed, will prove to be an uplifting social force of extraordinary power and vitality. It is a modern successor to those mighty festivals which is past ages have been such a potent factor in the evolution of humanity. Wherever it goes it will make people love their country homes more, it will brighten farm and village life, it will broaden minds, quicken sympathies and develop patriotism. Its effect on country schools will be little short of marvelous. William Winter once remarked that "Civilization succeeds when it produces communities that are governed by justice, dignified by intelligence, and adorned by refinement." Organized activities of the sort described in this chapter certainly promote these qualities and interpose a most effectual barrier to the advance of any malign force which now or hereafter may menace the welfare of our rural districts. In other words, the playground movement in the country will co-operate powerfully in producing communities "that are governed by justice, dignified by intelligence, and adorned by refinement."

Note.—A quite complete account of "The Field Day and Play Picnic for Country Children" is contained in a pamphlet with that title, noted among the publications listed at the end of this book, page 268.)

"Life in the open gave us Lexington, Concord and Bunker Hill, and life in the open must make good the assurance that there they will remain forever."

CHAPTER XXX.

GAMES FOR COUNTRY USE.

By Myron T. Scudder.

We want country people as well as city people to learn to play, and adults as well as children, but they need help. It is my intention to keep on rewriting the description of games until a repertoire of say 50 games is secured, suitable from the point of equipment and adapability for country schools and village playgrounds. The art of describing things so that they may be readily understood by the uninformed is a very difficult one, but we have tried to throw our rewritten description into what school people would call pedagogical form; that is, a form that may be easily learned and that when learned will give one a practical acquaintance with all details that are necessary for actual practice.

The rewriting has been done with the assistance of Miss Anna M. Morgan, director of physical training. To get the work into the hands of the country teachers and others, the descriptions have been printed in local newspapers, in leaflets and in other ways given wide circulation to reach the estimated number of 40,000, mostly farmers and farmers' people. The two games of Prisoner's Base and Captain's Ball were prepared among the first. Other specimens are printed in the following pages:

Captain's Ball.

Captain's Ball is a game which requires skill in running, jumping and throwing, and calls for quick perception, quick reaction, time, and prompt, decisive action. It is intensely interesting and exciting. It may be played indoors as well as outdoors.

The only apparatus needed is a ball. A basket ball is best, but a playground ball will do very well, that is, a ball of the size of a baseball but lighter and softer. If neither of these is at hand or can be afforded, a ball made of burlap or canvas will do, shaped over a large pumpkin and tightly stuffed with hay or excelsior, with a stone or block inside to give it weight.

The game would not be very interesting with fewer than 12 players. From 18 to 24 players make a lively game. The game can be adjusted to accommodate even 30 or 40 players. The diagrams show how the play area is adjusted for a larger or smaller number of players. (See page 230.)

THE GROUNDS AND PLAYERS' POSITIONS.—The grounds or play area should approximate in size a tennis court, say 60 feet long by 30 feet wide. Divide this area into two equal parts as indicated in the diagram. At about the center of each half draw a circle, say 3 feet in diameter. These are for the captains. Grouped about each circle as shown in the diagram are spaces 3 feet square. These are for the basemen. The circles and squares should be very clearly marked.

OFFICIALS.—The officials of the game are (a) an umpire, (b) a scorer and time keeper.

The umpire tosses up the ball whenever it becomes necessary to put it into play, that is, at the beginning of the game, or after a number of scores have been made, or when the ball is held by two players.

He calls all fouls, and in case of a foul he designates the baseman who shall have the ball for a free throw.

He calls time whenever necessary, and decides as to violation of rules.

THE PLAYERS.—We will proceed to describe the game in which there are 20 players engaged, that is, 10 players on a side.

The game is played in two innings or halves, of 10 or 15 minutes each, as may be agreed upon by the captains.

Observe diagram No. 1 carefully. Note that each side has (a) one "captain," (b) five "basemen," (c) four "runners" or "guards."

CAPTAINS AND BASEMEN.—The captain and basemen must remain in their respective bases or boxes. They may jump upwards to catch the ball, but otherwise at least one foot must always be within the base. With one foot on the ground within the base, a player may step out with the other and reach as far as possible to catch or field a ball. But should a baseman or captain step entirely out of his base it would constitute a foul.

RUNNERS OR GUARDS.—The runners operate entirely within the territory of their opponents. They try, of course, to prevent the ball from getting to a baseman or to the captain, and one runner should always be stationed near the captain to cover or guard him.

But beside their function as guards they must also try to get the ball and throw it across the line to one of their own men.

In no case may runners step over the dividing line, or into one of the boxes. Should they step over with even one foot it constitutes a foul.

It is well to have the number of runners fewer by two than the number of basemen, including the captain. That is, if there are six basemen including the captain, let there be four runners. This makes the game much livelier, as the runners must be very active to prevent the ball from getting into the hands of the basemen. If there were as many runners as basemen, each baseman would be covered and it would be almost impossible to score.

TO START THE GAME.—The umpire tosses up the ball between two of the runners (marked 7A and 7B in Diagram No. 1). Observe the positions of the other runners. They are "covering" the captain and the nearest basemen. When the ball is tossed up, 7A and 7B by jumping try to catch it and throw the ball across the line to a baseman or to knock it back towards one of their fellow runners. Suppose 7A gets the ball. He throws it to one of the basemen on his side, say 2A, or clear over the heads of the others to 4A, and the latter as he gets it tries to throw it to the captain; or, if the captain is too closely guarded, to a fellow baseman. In either case, if the ball is caught, the side has scored. After a number of points, say three, have been made by passing from baseman to baseman, or after the ball has been caught by the captain, the ball goes to the umpire for a toss-up in the center as in the beginning.

Runners must not run with the ball, but if they wish to get a more advantageous position from which to throw the ball, they may run and keep bouncing the ball as they do so, but are allowed to bounce it only three times.

Neither runners nor basemen may hold the ball more than three seconds; they must put the ball into play at once.

When the ball goes out of bounds it is put in play by the runner nearest the place where it went over the line.

A player may claim a ball as his, only when he has both hands on it. When the ball is held or when there is doubt as to which player first had both hands on the ball, the umpire should toss it up between them.

The attention of the umpire may be called to a violation of rules only by the captains. If a captain wishes to address the umpire, he raises his hand and the umpire goes to him or calls time. Unless time is called, the captain may not step out of his box under penalty of fouling.

SCORING.—Should the ball pass, either on the fly or by bounding or rolling, from a baseman to a baseman, both being on the same side of course, one point is scored; from a baseman to the captain, two points are scored; from the captain to a baseman and then to the captain again, three points are scored; that is, for every additional baseman who handles the ball on its way to the captain, one additional point is scored.

Perhaps the following formulas will help to an understanding of the scoring of points:

B means Baseman. C means Captain.

A ball passing from

B to B scores one point;
B to C scores two points;
B to B to B scores two points.
C to B to C scores three points;
B to B to C scores three points;
B to B to B to B scores three points;
B to B to B to C scores four points.

It is important to remember that no score is made when a runner throws the ball to a captain or a baseman.

FOULS.—A foul is made by (a) undue roughness, (b) leaving bases before time is called, (c) running with the ball, (d) kicking the ball, (e) snatching or batting the ball from a player's hand, (f) holding the ball more than three seconds, (g) bouncing the ball more than three times in succession, (h) runners stepping inside the bases or across dividing line with even one foot.

PENALTY FOR FOULING.—When a player makes a foul, one of the following penalties may be decided upon:

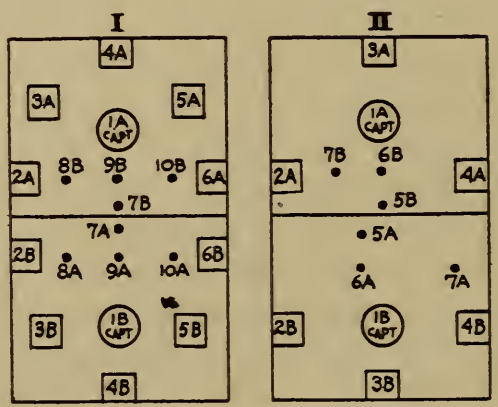
1. The ball is given by the umpire to a baseman of the opposite side and this baseman has a free throw to his captain or to a fellow baseman. The penalized side have the privilege of guarding the captain and basemen.

2. Instead of giving a free throw, one point may be given to the opposite side.

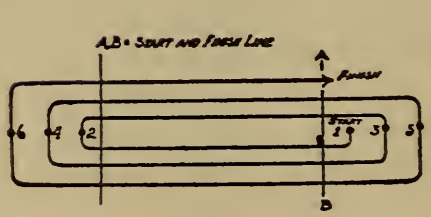
MODIFICATIONS.—1. In the toss-up at the beginning all runners may line up as in a football scrimmage. When the ball descends they struggle for its possession and in the scrimmage may cross the center line, but must return to their respective sides before the ball may be thrown by the one who has succeeded in getting it.

2. In the second half of practice games the basemen and runners may change places, i. e., the runners become basemen, and the basemen, runners.

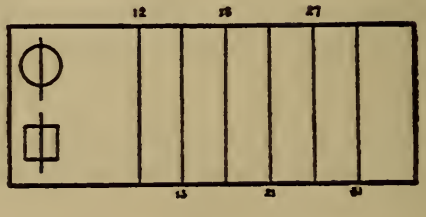
3. There may be as many runners as basemen on each side instead of two less, or one less.



Captain's Ball. (See page 225.)
Diagram I, arrangement for 20 players.
Diagram II, arrangement for 14 players.



Shuttle Relay Race.
(See page 231.)



Basket Ball Throw.
(See page 232.)

Single Relay Race.

In a single relay race any number may constitute a team. Should the number exceed 30 or more, the players may be arranged in three or more equal teams.

One end of the running course may be marked by fence posts, trees, etc. Equally distant from each post or tree, say 20 yards, scratch on the ground a starting line. Back of each starting line, a competing team lines up, its members standing one behind the other.

The start is given by three signals:

1. "On your marks" (one foot forward on the starting line).
2. "Get ready" (poise forward).
3. "Go."

At the signal "Go" the first runner or leader of each line runs foward to the opposite end of the course, touches or runs around the tree, post or whatever marks the course, and returns to No. 2, who, as soon as No. 1 leaves the starting line, steps up into position with extended hand ready to be "touched off," by a slap on the hand or to receive a bean bag, flag or handkerchief or whatever object may have been selected for the purpose. As soon as touched off No. 2 runs the course and No. 1 retires quickly from the running space and keeps out of the way of the remaining players. In like manner No. 2 of each team touches off No. 3, and No. 3 touches off No. 4, etc., until all have run. The last runners finish by crossing the starting lines.

Crossing the starting line before touching off constitutes a foul and the runner must return to line and start again.

Shuttle Relay Race.

In the shuttle race an even number in each competing team is necessary.

Each team divides into two equal parts, the members of which line up one behind the other on opposite sides of the court, back of starting line. (See diagram, page 230.) Lines are 18, 20 or 25 yards apart. Several teams may compete at one time, the players of each team being arranged as shown in the diagram.

The start is given by the usual three signals:

1. "On your marks" (one foot forward on the starting line).

2. "Get ready" (poise forward).

3. "Go."

On the signal "Go" No. 1 of each team runs forward, touching off No. 2 by slapping his extended hand, or by transferring to him the flag, or handkerchief, or whatever the object may be, which is to be carried back and forth across the court. No. 1 quickly gets out of the way while No. 2 dashes across the court to touch off No. 3. No. 3 touches off No. 4, and No. 4 touches off No. 5, and so on until all have been put into play.

The last runner finishes by dashing forward over a given mark, the finish line, which may correspond to the starting line.

Crossing the starting line before being touched off constitutes a foul. In a regular relay race this disqualifies the team.

Basket Ball Throw.

This game may be played by one or two individuals and it also lends itself to team play with any number on a side. Thus one school may challenge another.

To arrange the play area or court to accommodate many players of all ages, proceed as follows:

At one end of the court have a six-foot circle or square box, several of them if you want, with a heavy line across the center. Parallel with this line, draw other straight lines at the following distances, 12, 15, 18, 21, 27 and 31 feet. (See diagram, page 230.)

The 12, 18 and 27-foot lines are for those who are 13 years of age and under. The 15, 21 and 31-foot lines are for those who are 14 years old and upwards.

For each throw to the 12 (or 15) foot line, one point is scored; the 18 (or 21 foot line, three points are scored; and to the 27 (or 31) foot line, five points are scored.

The thrower toes the line drawn across the circle or box, and in throwing the ball, he may take a step forward, but must not step or fall outside the circle or box. If this is done it constitutes a foul. A second trial may be allowed, but fouling in the second trial excludes the contestant from competition.

"Wading and using shallow water by children requires little supervision."

CHAPTER XXXI.

HOW TO INAUGURATE A LOCAL PLAYGROUND MOVEMENT.

Sources of Information—First Essentials—Meeting Local Conditions—No One Plan for All—Forms of Administration That Have Been Tried.

First, because it is good policy to utilize those means which are ready and anxious to be used, any person or organization interested in the subject should get in touch by letter or otherwise with the Playground Association of America, headquarters at New York City, where there are men and women and much valuable information handy for immediate services.

The American Civic Association has a public recreation department of which Mrs. George F. French of Portland, Maine, is executive head, with helpful material available for use. This association also has a printed pamphlet entitled "Playgrounds," compiled by Joseph Lee, who was for several years at the head of its public recreation department. The pamphlet has information useful for initial efforts. Mr. Lee has put in concise form the following plan for interesting local authorities in playgrounds:—

1. The first thing to do is to get the local people interested, especially those living in the immediate vicinity. You ought to interest: Any local political organization; clubs, whether men or women including mothers' clubs; any child-helping society; anybody interested in juvenile court or anti-child labor; charity organization society; turnverein; Y. M. C. A., settlements and boys' clubs; school authorities; teachers and pupils in the neighboring schools; churches; trade unions; the neighboring property owners (the effect of the playground in lessening the attention of boys to neighboring

shrubs, gardens and fruit trees would be a matter of interest to these); and the newspapers.

2. Get people to volunteer to help the playground with a little money or material for apparatus, or to teach there.

All these organizations and individuals ought to be asked, of course, to bring the matter to the attention of the local government by speaking and writing to them and sending petitions. The school children and boys' and girls' clubs should be asked to circulate petitions. They will care more about the playground when they get it if they have to work for it.

3. There should be a general agitation to affect the opinion of the municipality as a whole. Having an edition of a local paper devoted to the subject, with perhaps illustrations taken from playgrounds already in use, is a good way. This should be followed by a series of editorials, if possible, and letters from leading citizens. Public lectures would help to interest the press and the people.

4. Prepare a statement for general circulation, citing leading authorities and stating the need of play and clean sport. Have the public library set aside in place for easy access some appropriate books and get others.

5. Get the park board to set aside a good, level stretch of land for playground purposes and equip this with simple playground apparatus, first getting such as is of the greatest use for the greatest number of children and later adding to this. Starting a good playground by way of an object lesson is an effective way, and might be especially important if there were no good playgrounds already in operation near enough for the citizens to be familiar with them.

6. If the park board cannot be reached, have some public-spirited citizen offer the use of a piece of land for a year or two. By that time the people will be educated far enough to bring about a change of mind in the park board.

7. Do not wait until you have all the money you would like to spend. Start immediately on a small scale and grow up to your larger purpose.

A very helpful and up-to-date publication is issued by the Playground Association of America, entitled "First Steps in Organizing Playgrounds." (See list at end of this book.) A summary is made of the methods adopted in several cities

that are conducting sucessful work, including Troy, N. Y.; Cleveland, O.; New York City; Boston; Newark, N. J.; Minneapolis, Minn.; Buffalo, N. Y.; Trenton, N. J.; Pittsburg, Pa.; Montclair, N. J. This pamphlet also contains a paper full of valuable information on the subject written by Mrs. Samuel Ammon, treasurer of the Pittsburg Playground Association. The pamphlet was compiled by Lee F. Hanmer, Field Secretary of the national association. As it is easily obtainable, it is unnecessary to repeat the information so well presented in it except to reprint the introductory general statement as follows:—

The conditions under which playgrounds may be started vary so greatly in different cities, that it is useless to attempt to fix upon any one plan that can be said to be most desirable. Also it is a question whether any person or committee has gone far enough into the subject to be in a position to recommend any set plan as the one sure to bring the best results.

It seems therefore that the object of this article can best be gained by giving a brief statement of the different plans that have been tried, and by drawing such inferences as may be possible from available experience. The purpose is to furnish helpful suggestions to committees and associations that are planning to begin or extend public playgrounds in their cities.

Forms of Administration.— The forms of administration that have met with some degree of success are:—

1. Voluntary.
   a. A local society or club working through a committee.
   b. Several societies or clubs working through a joint committee.
   c. A playground association made up of interested persons, with committees for different departments of the work.
2. Board of Education.
   a. A committee appointed by the Board to conduct summer playgrounds.
   b. A department of playgrounds and recreation centers.
   c. A department of hygiene.

3. Municipal.
   a. A playground commission appointed by the mayor or city council.
   b. The park department working through its superintendent or a committee.
   c. The city council, by delegating the work to any city department, such as the Department of Health, or the Department of Public Works.
4. Combinations.
   a. A playground commission appointed by the mayor, supported by both city appropriations and private contributions.
   b. A local playground association supported by both private contributions and city appropriations.
   c. A local society or club with the assistance and co-operation of the Board of Education or the city council.

The above plans have been put into operation in different cities.

We are not yet able to put a check mark against a definite schedule of methods and say confidently, "this is the way to start a playground." There are several plans, each of which may be good under certain conditions.

Mr. Hanmer shows why a tangible, working plant that can be seen and talked about, is an excellent starting point for larger things, in these words:—

"The agencies by which playgrounds are started and maintained are as varied as the conditions in the different cities.

"In one city a woman's club has worked for three years trying to get the city authorities to make an appropriation for playgrounds. They did not start the work themselves for fear that they would thus establish a precedent that would make it difficult to get municipal support for playgrounds later. If they had started and successfully conducted a playground the first year that they began agitating the matter, it is probable that by this time the city would have been supplying the funds. They were surprised to find that this was the method by which the majority of playgrounds have been established."

A municipal playground system must provide for all types and conditions of children. This view shows a playground for colored children in Washington, D. C.

CHAPTER XXXII.

THE THREE AGE PERIODS OF CHILD PLAY.

"All students of play are accurate in dividing the play life of the child into three periods. This threefold playlife requires a similar provision in playgrounds."

By Joseph Lee.

In the practical direction of play a fact of cardinal importance is that there are three age periods, each dominated bya characteristic impulse. At the beginning, dominant until about the age of six, is the dramatic impulse. Note for instance the names of the games that have survived in the long process of selection: London Bridge, Old Man of the Castle, etc. The impulse is something far deeper than that of mere imitation; it is rather the instinctive tendency of the child to act out what he feels within him. When a girl plays doll she does, it is true, imitate what she has seen her mother do; but the essential thing that is happening is that the maternal impulse has stirred within her and demands expression. Whatever guidance we give ought accordingly to be addressed to the thing the child is trying to do as he himself feels it. We ought to help him to express, not to imitate.

Second comes the age of self assertion—what I have ventured to call the Big Injun age. Its characteristic impulse remains dominant until of the age of ten or twelve, continues powerful, though in a subordinate capacity, for some years longer and lasts in a less degree through life. The first symptom of its coming is disillusionment. The boy begins to turn up his nose at the games of smaller children and shows an especial and peculiar aversion to the dramatic play that has characterized the preceding period. . . . The boy's love of mischief is another sign that the Big Injun age has arrived;

but his tendency to do precisely the most annoying thing he can find—to select as his playthings the boat that he does not know how to manage, the gun, matches, bathroom faucets, the hind legs of the horse—is not as many have supposed a manifestation of the plain, unadulterated Spirit of Evil. It proceeds from the boy's desire for real life. . . . The boy of this age is the severest and most unimaginative critic, the most materialistic of philosophers, the great skeptic, and, therefore, the great learner of all time.

The practical corollary of this fact, for playground purposes, is that a boy of this age in an incomplete being; a learner, requiring a teacher to supplement him. If you must choose between a playground and a play leader, the leader at this particular period is more important. . . .

That the playground is the place where the boy of this age must find the particular sort of life and activity he craves seems obvious. . . . The boy's apparent love of lawbreaking is simply another illustration of the impulse of self assertion of the necessity that is upon him for engaging in bold and daring enterprises. . . . Some noise in the world he must make; let those who care that it should be an agreeable noise look to it; with that matter he will not much concern himself. Do not be made to believe, whatever the evidence superficially considered seems to prove, that a boy's desire for self assertion is at bottom a lawless one. As between lawlessness and games of daring and contests, the boy is comparatively indifferent as to which it will be with him. To the boy both doors are labeled "sport." It is for us, who know where the two doors lead, to decide which of the two shall remain open and which shall be closed.

The third playground age is the age of loyalty, the time when boys form gangs and when, if given a fair chance, they will form baseball and football teams. This gang impulse is not, as many superficial observers suppose, an evil one; it is simply a budding of the great social impulse, of the faculty of citizenship, and the boys' gang or team is the kindergarten of the citizen.

CHAPTER XXXIII.

HISTORY OF PLAYGROUNDS IN AMERICA.

When an attempt is made to outline the history of playgrounds in America, a difficulty is encountered: there must be a distinction as to what is meant by the term "playgrounds." The enlightened present-day conception does not accept as a proper playground one in which there was no supervision or systematic work.

This definition would rule out such a playing ground as Boston Common and other New England commons of similar type that were set apart in early colonial days; it would rule out either Central Park, Van Courtlandt Park in New York City, Washington Park in Chicago, and Fairmount Park in Philadelphia. These are all in one sense properly enough playgrounds in that they are places set apart for desirable recreation, mainly in the form of baseball, football, tennis, etc., and for simple resting or walking for children and older folks, where there is a chance to breath pure air, see unobstructed sky and feel the sun's rays. This type of playgrounds is usually identified with public parks, and has had a considerable development during the past twenty-five years in all cities. They have been appropriately called "sport fields."

The other type of playgrounds, of the sort now occupying municipal attention, are organized, properly equipped and adequately supervised, as has been pointed out elsewhere, resulting in very efficient use and greater benefit to the individuals.

Both sorts of playgrounds are of service. The distinction between them is made here so that the history may be more accurately and intelligently outlined.

There were playing grounds of the first type in Cincinnati in the late 60's. Washington Park in Chicago, in use in the early 70's, contained 60 acres of land set apart for such forms of recreation as baseball, football and tennis. Lincoln Park in the same city was also in use at about that period and in 1895 an attempt was made to equip it in an up-to-date

manner with apparatus for systematic work. According to the records of the town of Brookline, Mass., there was a vote of that town passed April 10, 1872, providing for the purchase of land on which should be playgrounds. A town playground eventually materialized from this action, which was undoubtedly the first municipal vote for such grounds in the Unites States.

The beginning of the present movement that has brought into being in America the second type of playground, dates from inspiration that came from Germany to Boston in the late '80s. As a result the Massachusetts Emergency and Hygiene Association established sand gardens for small children in three locations. The next year there were ten such places and attendants or teachers were employed. These sand gardens were quite crude and incomplete, from present standards, consisting of little more than heaps of sand at first, but there was rapid progress and elaboration. Philadelphia, New York and other cities soon took up the idea and sand gardens grew in number and efficiency from that day to this.

The next step of lasting nature was the establishment of fully equipped playgrounds in which was provision for not only the small children but for older boys and girls, and for men and women. The first such establishment was not called a playground but was the Charlesbank outdoor gymnasium in Boston, opened in 1889, followed two years later by an addition especially for women and girls.

At about this time a law was passed in New York, following the historical agitation of Jacob A. Riis, and perfected a few years later, authorizing the expenditure of $1,000,000 a year for small parks in each of which there was to be a playground. This law was passed in 1887. In 1894 land was bought under this law and in 1899 the first park was opened. But once having gotten the start made, New York went ahead rapidly and opened park after park in all the crowded and other sections of the city, some having fully equipped playgrounds and gymnasiums. Coincident with the location in New York of the headquarters of the Playground Association of America, that city has become a center of inspiration for the country.

From these early institutions to about 1905, playgrounds

multiplied slowly throughout the country and varied widely in character of work undertaken and in administration. Boston and New York maintained their lead and had more such places than were to be found elsewhere. The conduct of all, or nearly all, was in the hands of private charity or philanthropic workers.

During the last five years the impetus given by the far-seeing volunteer workers and private philanthropists has lead to municipal interest and support so that now there are playgrounds scattered over every section of the country.

Note.—Detailed facts and comments concerning playground history in America may be found in the report issued by the United States Bureau of Education, 1903, and in the book by Joseph Lee, entitled "Constructive and Preventive Philanthropy."

Chronology
of
Modern Playground, Outdoor Gymnasium and Public Recreation Events in the United States of America.

This information has been compiled by the editor of "American Playgrounds" from numerous sources and is believed to be essentially accurate and complete. Corrections of possible errors and information of any omissions of important events will be received with thanks and made use of in a later edition of this book or in other suitable manner.

1821—First outdoor gymnasium; in connection with Salem, Mass., Latin School.

1825—First outdoor playground and gymnasium with supervision and systematic instruction; at Round Hill School, Northampton, Mass.

1826-First public outdoor gymnasium; in Washington Garden, corner of Tremont and West Sts., Boston, Mass.

First college playground and outdoor gymnasium; at Harvard College, Cambridge, Mass.

Appropriation by Yale College for gymnasium with apparatus on the college green.

1826-8—Outdoor gymnasium established at Williams, Brown and Amherst colleges. (See Amherst chronology, page 266.)

Note.—The foregoing efforts had short lives but are interesting to mark the early recognition of the need for such work as a part of physical training, in connection with educational institutions and outside. There were no further noteworthy efforts in this line for over 50 years (until the late '80s) except that in—

1852—First public bath house; in New York City.

1866—First free public baths established by City of Boston.

1876—Floating summer baths started in New York City.

1889—First bath in a public school house; in Boston.

1890—First municipal bath open all the year; in Milwaukee, Wis.

Note.—The baths in New York and Boston were not in connection with playgrounds or gymnasiums, nor was the one in Milwaukee, but were forerunners of public baths that are so connected at the present time.

1872—First legislative action recognizing playgrounds, being a vote of the town of Brookline, Mass., to purchase certain land for playground purposes.

1876—First park playground or recreaation field; Washington Park, Chicago.

1887—State law in New York authorizing small parks in lower New York City, being the first official step toward the laws of 1895 making definite provision for municipal playgrounds in that city.

First sand garden established in Boston, Mass. (Here was the real beginning of the present playground movement.)

1889—First free, equipped and supervised outdoor gymnasium for public use; Charlesbank, Boston (for men and boys).

Incorporation of Brooklyn (N. Y.) Society for Parks and Playgrounds; first of its kind in New York state.

1890—First New York City playground; by Society for Parks and Playgrounds for Children.

1891—Section for women and girls added to Charlesbank Gymnasium, Boston.

Incorporation of New York Society for Parks and Playgrounds; pioneer organization.

First school garden; at George Putnam School, Boston.

1893—First Providence, R. I., playground; by Union for Practical Progress.

1894—First Chicago playground with equipment of modern type; Hull House.

First Philadelphia playgrounds; by City Park Association.

First Baltimore playground, started by a Playground Association of Baltimore; failed from lack of supervision; movement revived by Children's Playground Association and playground opened 1897.

1896—University Settlement of Northwestern University, Chicago, opened initial children's playground on extensive scale in that city, equipped with apparatus.

First playgrounds in Pittsburg, Pa.; by Civic Club, in school yards.

1897—First recreation pier opened; in New York City.

Mulberry Bend Park, New York, dedicated.

1898—Outdoor Recreation League formed in New York City.
First Minneapolis, Minn., playground; by Improvement League, in school yard.
First Denver, Col., playground; by Woman's Club, on borrowed land.
1899—First municipal playground in New York City, a result of the laws of 1895 (see 1887 above).
1903—Creation of the South Park, Chicago, recreation center idea.
1904—Formation of the Department of Public Recreation of the American Civic Association, the first organized effort in behalf of playgrounds nationally.
1905—Opening of the first of the South Park recreation centers, Chicago.
1906—Play festival and field day for country children inaugurated at New Paltz, N. Y.
1907—First outdoor play festival in connection with modern recreation centers, at Chicago, June, 1907, on closing day of first convention of Playground Association of America.
Organization of the Playground Association of America, the first national organization solely for the promotion and systematizing of the movement.
1908—Inauguration of extension work by University of Missouri Department of Physical Education to spread playgrounds and physical training to all towns and cities of the state.
Formation of Parks and Playgrounds Association of the City of New York by a union of the Brooklyn Society for Parks and Playgrounds and the Metropolitan Parks Association.
Playgrounds Congress by Playground Association of America, New York City, Sept. 8-12.

In Germany.

(Whence came most of the inspiration for American playgrounds).

1872—First organized school play as a factor in gymnasium work.
1874-84—The play movement formulated and advanced by individual workers, writers and local organizations.
1891—Organization of the Central Committee for the Advancement of Folk and Child Play.
1894—First general congress, in Berlin.

The foregoing may be taken as a concise statement of initial progress—early playground history in a nutshell—but it is of value to know more details of past successes and failures; to know more of the foundation upon which the present successful work was built.

The information contained in the following pages is taken principally from an unpublished manuscript which was

prepared as a thesis by H. H. Buxton, in 1899, under the supervision of Luther H. Gulick, now president of the Playground Association of America and then director of the physical training department of the International Y. M. C. A. Training School, at Springfield, Mass., where Mr. Buxton was a student. The manuscript has been preserved in the library of that school, by whose permission it is made use of in this book.

It will be noted that the first movement was simply to transfer to the open air, gymnastics such as were conducted indoors. The early death of each independent effort in the right direction evidently created a wet blanket that effectually hindered any subsequent efforts of special importance for half a century, or until 1887, although there were intervening evidences that the idea was alive but sleeping quietly, waiting for the proper conditions and the proper persons to permit it to awake and become a helpful energy for the people's physical welfare.

Two or three other facts stand out that are of historical value and interest. The first inspiration for an outdoor gymnasium in America took root in New England, from physical training sources. After the end of this and its contemporaneous initial efforts, the next revival came directly from Germany, also took root in New England, and very soon led to the more ambitious provision for public physical welfare in an outdoor gymnasium of the type that has survived and been duplicated to the present day.

Details presented in the following pages are as originally prepared by the author in 1899. Supplementary data since that year is contained in the Chronology included in this chapter. Very recent developments of the movement are referred to in several parts of "American Playgrounds." Current and future developments may be followed in the monthly publications "The Playground" and "American Gymnasia."

First Efforts.—In 1821 we have a record of the first gymnasium of any description in America. It was in Salem, Mass., at the Latin School, where this crude outdoor gymnasium was started without supervision or instructor, the stu-

dents being allowed to do any exercises that took their fancy upon the rude apparatus placed in the yard.

At the Round Hill School in Northampton, Mass., a plot of ground was set apart for play and gymnastics in 1825, furnished with the German type of apparatus. Exercise was required of the pupils three times a week under the supervision of Dr. Charles Beck, a former pupil of Jahn in Germany.

It would appear that the first public gymnasium of any note in the United States was the gymnasium opened September 28, 1826, under the directorship of Charles Fallen, a pupil of Jahn.. It was situated in the Washington Garden at the corner of Tremont and West Streets, Boston. The number of pupils increased from 200 at the start to 400 the first year, but in the second year there were but four pupils, due, it was stated, to the fact that the "novelty had ceased and some of the gymnasts had been caricatured in the print shops."

In March, 1826, Harvard College placed apparatus in the college playground known as the Delta. This was the same year that Harvard opened its first indoor gymnasium in one of its dining halls.

In September, 1826, Yale College made an appropriation of $300 for the clearing and preparation of grounds on the college green for a gymnasium with apparatus.

In May, 1827, Williams College, and, in June of the same year, Brown University took similar steps. Amherst College started work in the same direction during the same period.

The movement did not spread at this time and soon ceased almost entirely. The next period of interest came in the late 80s when a public outdoor gymnasium and playground for both sexes and all ages was opened on the Charlesbank in **Boston** through the efforts of the Massachusetts Emergency and Hygiene Association. This was the starting point of the present playground movement in America. The initiative came through a letter written by Dr. Marie E. Zakrzewska, in 1887, to the association's chairman stating that in Berlin there were placed in the public parks sandpiles in which the children dug and played. The suggestion was made that something of the kind might be done in Bos-

ton. Sand piles were promptly located and the next year a committee was appointed to develop and enlarge the scheme. The next step was to get the use of school yards during the summer vacation period, where additional sand piles were placed. The second year instructors trained in kindergarten methods were placed in charge.

The sand-pile work having been started so successfully, the Park Commissions of Boston investigated the matter and decided to use some of the city parks for similar purposes. They also fitted up the Charlesbank open air gymnasium, before mentioned, covering ten acres of land, costing $373,916 and for construction $305,513. At the start an instructor in gymnastics and athletics was employed to supervise the gymnasium 450 x 150 feet. The gymnasium was enclosed in an iron fence, on the inside of which was "a strip of green five feet wide, studded here and there with bushes and trees; inside of this is a cinder running track, five laps to the mile. Within this the ground is fitted with gymnastic apparatus and places for high and broad jumping, running, pole-vaulting, putting the shot, throwing fifty-six-pound weight, etc."

New York.—The playground movement in New York was started, as usual in all cities, by private individuals. The first establishment "was located on the corner of Seventh Ave. and Thirty-seventh St. and was opened May 1, 1896, by Miss Grace Dodge. Apparatus was installed and some systematic work was carried on, including team games of baseball. In winter the grounds were flooded for skating and sliding."

At about the same period the Nurses' Settlement opened small playgrounds on Henry St.

The Union Settlement maintained a large playground on South 104th St. and others were maintained on West 37th and West 68th St. respectively.

The mayor of the city was partially interested by private individuals in the matter of providing playgrounds and outdoor gymnasiums with provision for athletics, games and gymnastics. The Outdoor Recreation League was organized "to obtain recognition of the necessity for recreation and physical exercise as fundamental to the moral and physical welfare of the people; to secure the establishment through

the city of New York of proper and sufficient exercise in recreation places, playgrounds and open air gymnasiums for the people."

The school board at a meeting June 13, 1898, voted that eighteen yards be "used for purposes of recreation during the vacation months the expenditures made necessary to be paid from the funds now at the disposal of the board."

The first superintendent of these school playgrounds was Seth T. Stewart, a pioneer promoter of the movement.

In 1898 a comprehsive plan for an extensive series of playgrounds was prepared and adopted by the school board. An appropriation of $15,000 was made for the work. (The details are to be found printed in the regular report of 1898, pages 28-32.) Twenty-four playgrounds were opened during July and August in charge of 153 directors and assistants, who were called together four times during the season to meet the superintendent for conference and instruction, "with a view of securing thorough play through the following points: 1—Character building; 2—Co-ordination of physical powers; 3—Development of physique."

In the school buildings adjoining the playgrounds, libraries and reading rooms were opened and quiet games such as checkers and chess were played in them. Kindergarten games were used by the children in the yard, gymnasium apparatus was installed and a variety of group games were used.

Affiliated with the Outdoor Recreation League were nineteen societies in the city. The league opened August 27, 1898, with formal dedication exercises, the Hudson Bank Gymnasium and playground, this being the first of its kind in New York City. It was situated at 53rd St. and 11th Ave. The opening address was delivered by James E. Sullivan, then secretary of the American Athletic Union. Seth T. Stewart of the Board of Education and Charles B. Stover of the league were speakers. A demonstration of gymnastic exercises was included in the program. The grounds were well attended until closing exercises for the year in October, when prizes were awarded in cometition.

Philadelphia.—The playground movement in Philadelphia was first agitated by several societies such as the Civic

Club, the Culture Extension League, the City Park Association and the College Settlement. The first meeting to consider the advisability of establishing playgrounds for children in the crowded districts was held in the winter of 1893 under the auspices of the City Park Association. The matter was kept before the public through the newspapers preceding a large meeting May 25th, 1894, attended by leading citizens, editors and friends of the cause. The City Park Association opened a playground that summer.

June 12, 1894, the Women's Christian Temperance Union petitioned the board of education to keep open the public school playgrounds during the summer months. A similar petition was communicated to the board in February of the following year by the people who had been advocating playgrounds. Further efforts were made to get the board of education to favor the movement. The favor was finally secured and four grounds were opened during July and August, 1895, as an experiment. The result was favorable so that for the year 1897 the appropriation was increased from $1000 to $3000, thus insuring the growth and effective of the movement. In 1898, twenty-five playgrounds were maintained by the board of education with aid from the Civic Club.

Besides the school yards, different societies conducted playgrounds. The Culture Extension League equipped two, one in Dickinson Square covering about three acres, the equipment of which cost about $12,000. Here there were separate buildings for boys and girls with baths and the grounds contained running track, sandgarden, swings and other apparatus as well as space for games. The grounds were flooded in winter for skating and were opened all day until ten o'clock at night.

In 1899 the children's new playground and day house in East Fairmont Park was completed. It was erected under the provisions of the will of Richard Smith at a cost of about $200,000. This building, in addition to being a play place for children, included provision for mothers and babies, including a diet kitchen and nursery with proper attendants.

Baltimore.—To the United Women of Maryland is due the credit of starting the playground movement in that city in 1897 through inspiration that came from Boston, largely

through an address given at Baltimore by Miss Ellen M. Tower, chairman of the Committee on Playgrounds of the Massachusetts Emergency and Hygiene Association.

Although the United Women of Maryland are credited with starting the Baltimore movement, there was a Playground Association of Baltimore in 1894, which began work with much enthusiasm. Having no competent supervisor to look after and direct the play of the children, the efforts soon failed. July 1, 1897, the Children's Playground Association of Baltimore, a department of the United Women of Maryland, opened its first playground in the grounds of the Eastern Temple high school. Another ground was opened for colored children. The following year, 1898, five playgrounds were opened and the work has continued to date.

Pittsburg.—In 1896 the education department of the Civic Club, Pittsburg, Pa., made a successful effort to have opened some school yards during the summer months for small children. The work was supported by contributions from private individuals.

Providence.—The Union for Practical Progress started the playground movement in Providence, R. I., in 1893, with the aid of the Providence Free Kindergarten Association, after investigating what was being done in Boston. In 1897 the association took charge of the whole work as the union had ceased to exist. The school authorities granted the use of several grounds and rooms and Miss Helen P. Howell was appointed superintendent with a corp of assistants, including fourteen kindergarten and primary teachers. The grounds were opened from July 7th to September 8th with daily morning and afternoon sessions, except Saturday afternoons and Sundays. There were nine grounds opened in 1897, seven for small children and two for larger boys; one fitted up with outdoor gymnasium apparatus quickly became very popular.

Chicago.—It was thought originally that the complete chain of parks and boulevards encircling Chicago would satisfy every need of the growing population. This proved a mistake, and it was seen that something must be done for the children of the densely populated portion of this, the greatest city in the West.

The mistake was due at first to the supposition that

everybody could go to parks and spend a joyful time, if not every day, once a week or so. But this city is no different from others. Hundreds of persons never have time to visit the parks once a year, much less once a week. Parks or some such requisites must be furnished people in the thickly settled portions of the city.

"In 1896, under the auspices of the University Settlement of the Northwestern University, a large and splendidly equipped playground was opened which would accommodate from three to four thousand children." The expenses for this work were paid by several gentlemen who desired to furnish an object lesson to the city. "Numerous swings, large and small, giant striges, seesaws, sand piles, etc., afford ample amusement for the children, who fairly swarm here. There is also a large shelter provided with plenty of benches, and with a retiring room. A police officer, who is a father to the boys, and a matron have charge of the grounds. The police in the neighborhood are much interested in this venture; in the spring they planted six trees in the grounds," showing their appreciation of the work.

In 1897, the West End District of the Associated Charities maintained a playground in the Washington School yard, and in addition supported for five years near the Hull House a large playground in a vacant lot.

In the spring of 1898, an appropriation of $1,000 was obtained from the city council for "temporary small parks." This sum was placed at the disposal of the vacation-school committee of the Women's Clubs. Six school yards, with basements and one room to be used on hot and rainy days, were secured from the Board of Education. The Turnverein was greatly interested and loaned portable gymnasium apparatus.

Note.—The progress of the movement in Chicago to its present status is detailed in Chapter 28.

Brooklyn, N. Y.—Pioneer work of value was done here in 1889 when the Brooklyn Society for Parks and Playgrounds was organized under a state law passed the preceding year authorizing the incorporation of "societies for providing parks and playgrounds for children in the cities, towns and villages" of the state. Independent interests

A Fan Drill on the Grounds of the Woman's University, Tokyo, Japan.

maintained a playground in City Park in 1897. The society later conducted three playgrounds.

Milwaukee.—The Milwaukee City Park Commissioners established a playground in West Park for trial in 1897 with sand piles and movable apparatus.

San Francisco.—The California Club, composed of women, took the initial step, in 1898, for the establishment of playgrounds.

Playground Development Abroad.

As the American playgrounds started with sand gardens in Boston, so the German playground movement started in Berlin sand gardens. Very typical of German methods is the systematic promotion, perhaps in a little more serious way than is likely to be adopted by Americans. The older Germans seem, when viewed through American eyes, to play in much the same way that our young children do; that is, they make a business of playing. This method may be satisfactory in Germany, although the recent and current efforts to introduce there more of the free play and athletic spirit found in England and in the United States, seems to show that the German leaders recognize a deficiency in their own methods.

While the Germans are getting ideas from America and England, it is worth while for these two nations to make more use of the German method of great open air folkfests for many people and all people.

There is much literature in the German language relating to playground work. A recent translation which presents a history of the movement was printed in the "American Physical Education Review" of June, 1908. There is also a summary of German conditions in the report of the United States Commissioner of Education for 1903, which report has considerable material of similar nature including America at that period.

French playgrounds have been developed in recent years and are being included now under educational guidance as well as in public parks.

English playgrounds have taken on an aspect somwhat different than that in this country, having consisted mainly

until very recently in space for and the promotion of athletics and sports in connection with schools of the type that are known in this country as private or preparatory schools; also the characteristic sports at the universities. The development of physical training in England, especially in the schools and the social settlement work, have brought into existence a considerable number of playgrounds and recreation centers more nearly approaching the type that is being developed in the United States, although there as here often conducted as features of social welfare work.

Scotland has in Glasgow a series of a dozen or fifteen modern playgrounds equipped with apparatus. It has been stated that these playgrounds were the first anywhere in the modern world conducted by a municipality; that is, they were the first playgrounds in the modern understanding of that term. One defect, which is being remedied, was that the playgrounds did not have systematic supervision or instruction.

Other European governments have taken up the playground idea and are developing it in one form and another, including Austria, Switzerland, Holland, Denmark and Sweden. This is true also of Japan, which is at the present time conducting a systematic investigation for the purpose of adopting eventually a modern and complete system for the physical welfare of its people in all respects.

CHAPTER XXXIV.

SOCIAL CONDITIONS IN THE PLAYGROUND.

(Reprinted by permission of the United States Commissioner of Education from the report of the Bureau of Education, 1903, being part of a chapter in that report.)

By Henry S. Curtis, Ph. D.

A number of problems that occur in every playground will be treated under this head, and also a superficial glance at social and moral conditions in the playground will be given.

Cleanliness.—One of the things which claim the attention of every playground worker is the cleanliness of the children. Of course no very high standard can be extracted. The child who comes clean in the morning will not be clean after he has played basketball for an hour. But there are some children who become so dirty when left to themselves that other children (especially true of girls) do not want to associate or play with them. Their appearance is a disfigurement to the playground and a bad example to the other children. A child, who will behave very respectably when he himself is clean, will tend to live up to a very different standard when he is filthy. Of course, dirty children can not be allowed to take books from the library, or play many of the games, or do industrial work, so it follows that some standard of cleanliness must be insisted on. This does not extend to excluding children with bare feet, in my opinion, though this has been done. In general, a great deal can be accomplished by putting in as monitors and leaders only those children who are clean, and let the other children know why these children were selected. In drills some teachers give a military inspection of the line and insist on some standard of neatness. Occasional praise of neat children and hints to those who are too careless of their appearance are usually sufficient, but children are sometimes sent home for too great negligence in this matter.

Politeness.—Politeness is another problem. A high standard of parlor etiquette can not be required, neither can the roughness of the street be tolerated. If the leader does not insist on politeness to herself she will not be respected, and if the children do not grow more polite to each other neither can her influence be availing, nor can the playground furnish a very wholesome social life. There is an unquestionable increase in politeness among the children frequenting any well-managed playground. This is due in part to the kindly spirit which pervades the play, and in part to the children learning that there is such a thing as politeness in play, and something of its requirements. It may seem absurd, but it is really true, that most of these children have never dreamed that politeness applied to such things as their play with each other. But the main source of this improvement is the example of the teachers, who take pains to be very polite in playing the games and in the general treatment of the children.

Justice, waiting their turn.—One of the best effects of the playground movement has been the cultivating in the children a sense of justice. In the street might makes right. When the playgrounds opened, the large children did not expect to wait their turns with the small children at the swings or apparatus. They went to the head of the line, or even pulled the small child out of the swing. This has changed, but whether it indicates any considerable reformation or only respect for authority it is hard to tell, but the influence on the child is sure to be good. This respect for the rights of others is one of the most needful lessons for a child to learn, and the writer knows no better way to teach it. The method that has ordinarily been employed to prevent a scramble for scups, swings, seesaws, etc., is to line up the children and put a monitor in charge to give each child so many swings. This in itself is not always effective, as children will step out of their places and step up ahead of other children. To prevent this the children are sometimes lined up according to their size, or each child is given a slip with a number on it. A reliable child with a little instruction will manage this. Often some game like bean bag or buzz is started for the children who are standing in line.

Stealing.—Stealing is likely to occur in any playground, especially in the first week or two it is opened; but if the worker succeeds in raising a school spirit, the older children will soon cease to take things.

Gangs.—The playgrounds of most cities were troubled at first by gangs of boys who came in for mischief. In the first week or so they often caused great annoyance, so that a policeman was stationed in every playground in New York. The gang problem is becoming much less acute as the system becomes better organized and the workers learn better how to deal with them. The gang can often be conquered by turning them into a gymnasium or basketball team. In this they have the advantage over other teams in having a strong spirit of loyalty to each other. They will usually respect a gymnast who is capable and tries to help them, and they will expend their superfluous energy in work instead of mischief. In order to do this it is usually necessary for the teacher to make friends with the leader. By making monitors of one or two of the moving spirits, the whole gang is often subdued and very effective assistants are gained in the playground. This is a method that must be used with discretion, as the influence of such monitors on the other children is not always good. This same method will very often work with the troublesome child in general. If he can be influenced to help or if he is put in charge of something, he ceases to be a nuisance and makes a very effective assistant. After the work of a playground is well organized the home talent will generally take such good care of its premises that a troublesome gang will soon find the street a pleasanter abiding place.

Profanity, Obscenity, and Cruelty.—All of these offenses will be met with in the playgrounds. There are cases of children who are lewd both in actions and language. There has been trouble in some cases from loose girls in their early teens. The only cure of the evil seems to be to exclude the girls. Playgrounds can not be made reformatories for such characters. The influence of the teacher is divided among too many children, and these characters may have a bad influence over many. The teacher can not correct it, because these things will be said when she is not around.

Playground Spirit.—To a keen observer who visits dif-

ferent playgrounds it is soon evident that there is a different spirit in each. The children have a different attitude toward each other and toward the work and teachers in the various playgrounds. Some playgrounds do not seem to differ from the streets; there is no loyalty. In other playgrounds you feel that there is an air of friendliness; you find older children assisting the younger ones; often the teacher may go away and the playground will take care of itself. It is the creation of this spirit that is the hardest task of playground teachers. It requires unusual qualities for one to be largely successful. The writer has never known but two or three such leaders of children. If this school spirit is analyzed it seems to me to resolve itself into a three-fold loyalty. It consists in loyalty to the leader, loyalty to the playground, and loyalty to the other members. In most cases one or two of these elements are lacking, and consequently the result is imperfect.

Discipline.—There are not many ways of punishment open to the playground teacher. The main method must always consist in having the work so well organized, the children so friendly, and surplus energy so well consumed that disorder will not naturally occur. When it does occur, the moral penalty of the disapprobation of the teacher and the other children will then be a strong preventive. When this is not effective the child is excluded from teams or games or, as a last resort, from the playground.

Social and Moral Influences.—As the playground has always been regarded as something of a social settlement, it remains to say a few words of its social and moral forces. The first of these is the playground itself, in removing the children from the temptations of the street. There is a suggestiveness about the playground which differs from that of the street. The child does not naturally think of doing the same things. The games themselves have a great influence in overcoming race prejudices and cementing friendships among children.

The teachers have often taken a great interest in the work and in the children, and their personal contact with them has borne fruit in a copied politeness, gentleness and justice.

QUOTATIONS AND EXTRACTS

It is doubtful if a great man ever accomplished his life work without having reached a play interest in it.—*George E. Johnson.*

The more playgrounds the fewer the hospitals, asylums and prisons.—*Stoyan Tsanoff.*

To play in the sunlight is a child's right, and it is not to be cheated out of it. And when it is cheated of it, it is not the child but the community that is robbed of that besides which all its wealth is but tinsel and trash. For men, not money, make a country great, and joyless children do not make good men.—*Jacob A. Riis.*

Experience has shown that it is not desirable to establish playgrounds or athletic fields any faster than adequate supervision can be provided. Such supervision is the only guarantee of equal participation by all who are entitled to it and the only safeguard to the tendency toward disorder, selfish agression of the strong upon the weak and the immoral influences which may make a playground an offence instead of a beneficient influence in the community.—*From report of a Joint Committee to the Mayor of Rochester, N. Y.*

PLACE OF PLAY IN A DEMOCRACY.

By Luther H. Gulick.

Play in itself is neither good or bad. To sink one's very soul in loyalty to the gang is in itself neither good or bad. The gang may be a peril to the city, as indeed is the case in many cities. The gang of boys that grow up to be the political unit, bent merely upon serving itself, possessing a power which mutual loyalty alone can give, is thereby enabled to exploit others for its own advantage in a way that is most vicious. My point is that these mutual relationships have an ethical effect. This effect may be toward evil and it may be toward good; but the ethical nature in itself is primarily related to self-control and to freedom. * * * *

Anti-ethical play is worse than no play at all. It is not merely play that our cities and our children need. They need the kind of play that makes for wholesome moral and ethical life, the play that makes for those relationships between individuals that will be true to the adult ideals which belong, and should belong to the community. * * *

The two great institutions that have to deal with children—the school and the home—rest primarily upon the development of the qualities of obedience. The playground alone affords to children the one great opportunity for cultivating those qualities that grow out of meeting others of like kind under conditions of freedom; it develops progressively, from babyhood on, the sense of human relationships which is basal to wholesome living. Thus the playground is our great ethical laboratory. * * *

Democracy must provide not only a seat and instruction for every child, in school, but also play and good play traditions for every child, in a playground. Without the development of these social instincts, without the growing of the social conscience—which has its roots in the early activities of the playground—we cannot expect adults to possess those higher feelings which rest upon the earlier social virtues developed during childhood. The sandpile for the small child, the playground for the middle-sized child, the athletic field for the boy, folk dancing and social ceremonial life for the boy and the girl in the teens, wholesome means of social relationships during these periods are fundamental conditions without which democracy cannot continue, because upon them rests the development of that self-control which is related to an appreciation of the needs of the rest of the group and of the corporate conscience, which is rendered necessary by the complex interdependence of modern life.—*From paper on "Play and Democracy."*

PLAY AND DANCING FOR ADOLESCENTS.

(From an article by G. Stanley Hall, in "The Independent.")

Dr. Hall's well known sympathy with dancing and the joyfulness that modern study says is a necessary part of our physical training and of life generally, is indicated in this paper. He presents three views of what play really is and means: Herbert Spencer says play is superfluous activity and the overflow of vitality, and that if vitality is deficient the child ought not to play; Gross says that play is practicing in childhood activities that will be necessary in mature years.

Dr. Hall approves the third view—that play is rehearsing activities of the race in the past and is "the best kind of education, because it practices powers of mind and body which, in our highly specialized civilization, would never otherwise have a chance to develop. Hence, in my opinion, this latter view contains more truth than any other, and to understand the play instinct we must know something of the past life of the race, and even where we do not understant it we must assume that we could do so if we knew more of the past."

Dancing he rates as "one of the most beneficent groups of play activities for adolescents." "I would have dancing taught in every school, even if the school had to be opened evenings for that purpose. The dances chosen should be simple, rhythmic, allowing great freedom, such as the Morris dances now being revived in England, and sometimes the song and dance. We should also teach old folk and national dances after very careful selection from a wide repertory. The object aimed at should be the cultivation primarily of the sense of rhythm; next, the ease and economy of movement, for grace is only another term for ease. There should be great variety and poise; balance, control, ease, presence and bearing, rather than posturing or feats of agility are the goal." "Another end to be aimed at in teaching all children to dance should be the- implanting of a habit of so doing that should last on into maturity, not to say old age." "What we want first of all is more knowledge of what dancing has meant and can do, and I appeal to young clergymen and to directors of Y. M. C. A.'s to bestir and inform themselves, for the time is not far distant, unless I am mistaken, when they will be called upon to act in this matter."

"Dancing is one of the best expressions of pure play and the motor needs of youth. Perhaps it is the most liberal of all forms of motor education."

Right dancing can cadence the very soul, give nervous poise and control, bring harmony between basal and finer muscles, and also between feeling and

intellect, body and mind. It can serve both as an awakening and a test of intelligence, predispose the heart against vice, and turn the springs of character toward virtue."

"Adolescence is the golden period of nascency for rhythm."—*G. Stanley Hall* in *"Youth."*

WHTA IS DANCING?

By Melvin B. Gilbert.

"Dancing is considered by many to be a mere mechanical moving of the feet to music. This idea is false in the farthest degree. Dancing is the expression of inward emotion, and movements become meaningless, mechanical and gymnastic, when not inspired by the promptings of the inner self. The general public is inclined to applaud mere difficulty, marvelous material execution, novelty and singularity of combinations, which have no relation to our passions or emotions.

"All arts have two distinctive parts—the expression of human passions and sentiments which constitute their foundation, and the peculiar mechanism or process of each, which gives the form, and of which the artist must be master. A dancer must know how to execute movements, steps, postures, etc., but if effort stops there, and if one does not seek to speak to the soul as well as to the eyes, he will remain a simple gymnast or acrobat.

"The peculiarity of dancing is to evoke souls by means of bodies; to create the spiritual and the ideal by means of the material and the real. With these qualities, dancing to be esthetic must have finish in its execution, vivacity, rapidity, voluptuous grace, eloquence of coporal gesture, and attitudes that speak to the senses. In theory, we might, perhaps, lay down the axiom that dancers are emblems and not persons; they are poets, expressing themselves without the apparatus of the writer, without words, without rhyme, without conventional signs in black and white. Sentiment should never be outdone by virtuosity, the essential should never be eclipsed by the accessory."

"Dancing is, next to eating and drinking or feasting, the most primitive form of enjoyment."

RECREATION FOR GIRLS IN CITIES.

By Jane Addams.

The discovery of the labor power of young girls was to our age like the discovery of a new natural resource. In utilizing it thus ruthlessly we are not only in danger of quenching the divine fire of youth, but we are imperiling our civilization itself, if in the movement of its most pronounced materialism we dry up the very sources of beauty, of variety, of suggestion, which these charming creatures have always given to the world. To fail to provide for the recreation of young girls is not only to deprive all of them of their natural form of expression, and

to subject some of them to the overwhelming temptation of illicit and soul destroying pleasures, but it furthermore pushes society back into dreariness; into a scepticism of life's value—that shadow which looks around the corner for most of us—it deprives us of the warmth and reassurance which we so sorely need and to which we are justly entitled.

PLAYGROUND AND KINDERGARTEN METHODS.

(From 1907 Report of Frank E. Parlin, Sup't. of Schools, Quincy, Mass.)

The kindergarten is a very desirable part of a public school system, if it be a real childgarden, a place where children are cultivated and allowed to develop according to natural laws. But if, by artificial methods and forced processes, the children are to be taught unnatural sentiment and make believe, are given no opportunity for originality and spontaneity and are deprived of sunlight and open air, the kindergarten could be discouraged as being decidedly detrimental to the physical and mental welfare of children. * * *

Many of the plays and songs used (in kindergartens and schools) have been devised by adults who teach the ways of the animal world or the occupations and virtues of men, and are both in thought and in manner of playing wholly unnatural to children. There is a great difference between this playing play and the genuine spontaneous play of children in which, after observing the acts of men and animals, they extemporize their own means and invent their own methods. In imitation the children demand the free exercise of their own imagination. The games they most enjoy are those probably invented by children and have been played by children for centuries.

The time will come when the kindergarten will be out of doors, when the kindergartner will conduct children to the best places to observe the birds, the brooks, the flowers and the industries of men and will intelligently answer as many of their questions as she can. Or she will take them to the playground to watch them in their play and teach them the old games of childhood. * * *

One thing seems certain, if the school room would divide the time equally with the playground, the copartnership would be unusually profitable to the children of the primary grades. The director of physical training should be competent to map out and supervise the work in the elementary schools. It certainly is to be hoped that the time is near at hand when our numerous parks and playgrounds shall be utilized as they ought to be in the education of children and when the play instinct shall be called in to do its proper part in their motive development and training.

EDUCATIONAL VALUE OF RIGHT GAMES AND RIGHT SUPERVISION.

By Dudley A. Sargent.

"The prominent part which so-called recreative games are now playing leads us to ask just what recreation really is. Etymologically considered, the word "creation" means a forming and "re-creation" means forming anew. When applied to the body, the word "creation" means a forming; and "re-creation" vital energies. Therefore recreation is, or ought to be, not a pastime entered upon for the sake of the pleasure which it affords, but an act of duty undertaken for the sake of the subsequent power which it generates and the subsequent profit which it insures. Recreation may be defined as that which, with the least expenditure of time, renders the exhausted energies best fitted to resume their work. Most games are played for the fun, the enjoyment, or recuperative power there is supposed to be in them; but if they are played so long and hard as to become exhausting, they are certainly not recreative. * * *

"In the popular mind baseball, football and rowing are included under the general term 'athletics,' but for educational purposes it is better to group baseball and football with cricket, tennis, golf and lacrosse, under the head of games. As these games are played at present * * * there is an element wanting, especially for children or hard-worked students, that is found in another class of games which may be well termed 'plays.' The plays include the different forms of tag, with which we are all familiar, the impromptu races and contests of one kind and another, and the gymnastic games, which the intelligent instructor knows how to sandwich in between the different periods of routine work to relieve the set exercises of their monotony, or to dispel the gloom that usually accompanies a dark, stormy day. One of the first essentials of such games is that they shall appear to the pupil to be spontaneous, though all the details must be carefully arranged beforehand for the instructor.

"It is of the utmost importance that the right games should be introduced at the right time and that they should be checked in case they become too violent, overheating or exciting. The schoolteacher should take the position of leader and advisor rather than of preceptor. Of course he should be perfectly familiar with all the games taught and should be the willing interpreter of all the rules and regulations governing them. He should encourage the weak and timid and restrain those who are too strong and overbearing. He should be the umpire in all disputes and the ready exponent of justice and fair play. Occasionally he should start impromptu contests in running, jumping, and some of the lighter forms of gymnastics

and athletics. He should be the first to recognize merit when he sees it and to call attention to the fine points and particular excellence of any one's performance. On the other hand, he should be the first to frown upon anything that looks like cheating or dishonesty and should immediately visit his disapproval upon any young athlete who gains an advantage by any kind of unfairness.

"By supervising and conducting games in this way the teacher not only has an admirable opportunity to study the character of his pupils and thus acquire a knowledge which will prove valuable in the schoolroom but also a chance to instill into their minds in connection with their athletic sports the importance of such qualities as promptness, obedience, alertness, energy, perseverance and justice."—(From "Physical Education.")

BEGINNINGS OF SOCIAL MOVEMENTS.

By Robert W. DeForrest.

I do not think that any movement for the improvement of social conditions should proceed unless private philanthropy has first marked the way. I believe that private philanthropy should always be relied upon to make the experiment and that the public, that is the tax payers, should not be called upon to support any movement, however promising, for the improvement of social conditions until that movement has passed beyond the line of experiment and has become a success.

Speaking historically, that is the way in which every movement of our government for the public good for social improvement has commenced. It seems hard to realize with our public schools and our public school system that there ever was in this country a condition in which private philanthropy had to be relied upon to give children a primary education. And so it may in view of succeeding generations seem very strange that there ever was a time in this country when private philanthropy had to be relied upon to take the initiative in getting public playgrounds. It is an enlargement of the sphere of governmental action. That has been its history: first experiment by private enterprise followed up by governmental initiative and governmental support afterwards. * * * One word as to the municipal management of playgrounds. * * * I am inclined to think that conditioned as our American city governments are on short terms of office, without always having the wisest and best men in control, that some kind of partnership between private enterprise and our cities may turn out to be a very wise kind of arrangement.

A BOY LEARNS CITIZENSHIP IN GROUP GAMES.

By Joseph Lee.

The group games are, in my opinion, the best school of citizenship that exists. In playing these games the boy is not going through the forms of citizenship—learning parliamentary law, raising points of order and moving the previous question—he is being initiated into its essence, actually and in a very vivid way participating in the thing itself.

To the boy playing football, the losing himself in the consciousness of the team, utterly subordinating his individual aims to the common purpose, is not a matter of self-sacrifice but of self-fulfillment, the coming into his birthright, the satisfying of his human necessity of socialization, of becoming a part of a social or political whole. What is being born in that boy is the social man—man the politician, man the citizen, and it is my belief that in most instances this political or social man will get himself thoroughly and sucessfully born in no other way.

If in making public provisions for the education of our children,—in our anxious search of the heavens and the earth and the water under the earth for all possible subjects and materials with which to arouse and to enlighten them,—we still fail to supply the one opportunity which of all others the child's nature imperiously calls for, the one thing which in any case, if not in one form then in another, he is most certainly going to have, we cannot expect that our system shall be a success. If our public schools are for the making of citizens, then we must turn the force of the spirit of citizenship, as it actually exists in the boy's soul today, into its legitimate channel of making a citizen of him instead of allowing it to run partly to waste, and partly to turning him into a tough or criminal.

PLAYGROUNDS AND THE PHYSICAL TRAINING PROFESSION.

What has the playground movement to do with the physical training profession?

This question indicates that to some physical directors the present tendencies to extend the care for the physical welfare of the people, young and old, beyond the limits of the gymnasium has no special interest, unless the interest be antagonistic. The play movement is not opposed to the fundamental physical development that is still to be best secured in a properly conducted gymnasium. If there is any confliction, it is more than apt to be the fault of short-sighted, partly-informed gymnasium instructors. To be sure, some enthusiastic promoters of play and games claim fully as much for these elements of physical training as they can prove, but that is the characteristic exaggeration of youth. Time will modify and force each element into its proper place. Gymnastics, athletics, games, play,

dancing, walking, and open-air activities of various sorts are certainly parts of the work for members of the physical training profession. The instructor who does not think so, or, still worse, who says the present development is wrong, needs to wake up.

The present growth in the conception of physical training in this country is bringing us to the ground long occupied by Europeans who class under "physical education" items that the profession of physical training instructors, in a more narrow application of the term, have been content to ignore. To be sure, it is the mark of the educated—the scientific—profession that it is conservative and slow to alter its ideas, but there comes a time when readjustments have to be made to meet conditions.

The play movement now conspicuous did not gain its present popularity by any help of the physical training profession, and not by much help from individuals in the profession, but came rather from social and educational working-students. Nevertheless play always belonged to physical training and belongs to it now. Playgrounds are the laboratories of the physical training profession, quite as much as the gymnasiums and the athletic fields. To allow them to be used by others and not by those who should be best fitted to guide and direct their usefulness, would be neglecting a tremendous opportunity. (From "American Gymnasia" editorial.)

GROWN-UP FOLKS NEED THE PLAY SPIRIT.

(From an address by J. J. Kelso, Toronto, Canada.)

"In the older civilizations, in Europe, they have their national play festivals and the people devote themselves heart and soul to this enjoyment, and are not too proud or too dignified to laugh, and have a good time. In this advanced age and country you know it is almost a crime to laugh, and one has to be very dignified and grave, notwithstanding that doctors tell us that a good laugh is better than medicine any time. In the older civilizations they give more attention to the matter of play than we do here. You have heard about Merry Old England with its village green and Maypole, and interesting stories of olden time festitvities, although I am afraid these are disappearing in the England of to-day. In the United States the only place so far that has developed the festival idea to any extent is New Orleans, where the people have the delightful mardigras lasting for three days, but looked forward to in anticipation for months. We (in Toronto) made an attempt at something of that kind some years ago. We had a summer carnival—four days of solid enjoyment. That was a dismal failure, and why? Not because we did not want it to be a success or that it was not a good thing, but because we were

not educated up to the idea of enjoyment, of going in for a pleasant sociable time, free from business cares and anxiety.

"Nowadays we are getting to look on the sad side of life altogether too much, and we ought to keep constantly in mind that man needs diversion, needs to forget the cares and worries of business life, and if we cannot be happy ourselves, if we are too busy making money to take time to enjoy life, let us at least provide the facilities for boys and girls to be young while they are young. The whole tendency of modern times seems to be to make prematurely old folks of our boys and girls."

EARLY EFFORTS AT AMHERST COLLEGE.

(From "Athletic Chronology of Amherst College," by Paul C. Phillips, M. D., associate professor of physical education.)

The following outline of very early steps towards physical training at Amherst College is interesting because it is possible to trace here the progress of the movement, which started out of doors and afterwards went into a building, the Barrett gymnasium, and quite recently has reversed its steps and is going to the open air more and more. This outline applies to college physical training without special thought of playgrounds in any sense, but the work done and doing is all in the same line.

1826—A special holiday was granted the students to clear up College Grove as a place for outdoor exercises.

1827—Gymnastic Society formed for the erection and support of gymnastic apparatus in the grove; Joseph Howard, '27, first president.

1827—Bath house, 10 x 12, erected in southwest corner of the grove for shower baths; water conducted thither by troughs from college well.

1828—Faculty discontinued plans for bowling alleys, "as they would be noisy; though innocent in themselves might be perverted."

1828—Occasional addresses on physical culture delivered before the Gymnastic Society.

1828-45—Gymnastic Society equipped with swings, a circular swing, a rude horse of wood and spring boards in the grove; jumping, running, round ball, loggerheads, quoits and association football indulged in.

1845—Running track cleared in grove; wicket introduced; parallel bars used.

1852—Swinging rings used in grove.

1858—Wrestling, boxing, fencing, kicking and weight lifting added to exercises in grove.

1859—Amherst ball club organized.

1860—Barrett gymnasium completed.
1862—Dr. Edward Hitchcock chosen professor of hygiene and physical education.

STATE EXTENSION PLAN.

In pursuance of a policy for the rational coordination and development of comprehensive physical training upon an educational basis inaugurated at the University of Missouri seven years ago under the direction of Prof. Clark W. Hetherington, the department of physical education began in 1907 an extension policy intended to extend the benefits of physical training to the towns and cities of the state of Missouri. Prof. Hetherington conducted an energetic campaign first for purity of American college athletics and later for the same purification throughout the country, his work being based upon a constructive social policy, broad and deep as well as wide and inclusive.

Following this general policy has come the present playground extension work which has begun to bear fruit the present summer (1908). In charge of this state work is a social economist, Prof. Royal L. Melendy. Organized work has been begun in some thirty towns and villages in Missouri, usually under the supervision of the local school boards, most of them agreeing to manage play or vacation schools during the summer months, provided the funds for maintenance were secured by contribution. The school boards also agreed that if the work was successful, to incorporate it into the educational system with provision for its maintenance from public funds. The necessary backing for this season's work was secured in a dozen communities where play schools are being conducted.

The whole work so far is experimental. "Missouri must be shown the educational value of a necessity for the play school in the small city and rural village. The fact that the plan was adopted by the unanimous vote of 29 of 31 school boards, that instead of meeting opposition from the people it was generally received as a plan designed to meet a long felt need was a surprise and an encouragement to increase the facilities for university extension in this direction."

Such work by a university presents one additional phase of the conception of what may be done for the advancement of the physical welfare of the people by those who know and are willing to do the initiatory work.

containing information on play and games, physical training and other features having relation to playgrounds and outdoor gymnasium activities.

The aim in compiling this short list has been to name books and other publications that can be secured, rather than a long bibliography of inaccessible publications. All the publications here mentioned can be supplied by American Gymnasia Co., Boston, Mass., at prices indicated.

For a more complete bibliography of material relating to play as well as to playgrounds and kindred interests, see—

"Playgrounds," a pamphlet compiled by Joseph Lee, published by American Civic Association. (10 cents.)

"Education by Games and Play," G. E. Johnson. (90 cents.)

General.

Growth and Education, John M. Tyler.—Relation of exercise, play, games, etc., to life of the race.....$1.50

The Human Mechanism, Hough and Sedgwick.—Physiology, hygiene, sanitation of mankind 2.00

Physical Education, Dudley A. Sargent.—Survey of conditions now and in the future 1.50

Sexual Hygiene (male), Winfield S. Hall.—Practical book for teachers and young men 1.00

Physical Education by Muscular Exercise, Luther H. Gulick.—Why and wherefore of sports, games and exercise..... .75

Psychological, Pedagogical and Religious Aspect of Group Games, Luther H. Gulick (nearly out of print)..... .25

Play and Playgrounds, Joseph Lee.—A pamphlet of practical value for committees and instructors ..... .10

Educational Value of Children's Playgrounds, S. V. Tsanoff.....

Constructive and Preventive Philanthropy, Joseph Lee.—The relative phases of playgrounds to other means 1.00

American Municipal Progress, Charles Zueblin.—Has a chapter (19) relating to playgrounds 1.25

Play of Animals, Karl Gross..... 1.50

Play of Man, Karl Gross..... 1.50

The two books by Gross are standards of their type, being treatises on play in various aspects.

Education of Man, Froebel..... 1.50

Education by Plays and Games, G. E. Johnson.—Has sections on both theory and practical application ..... .90

Youth, G. Stanley Hall 1.50
The Field Day and Play Picnic for Country Children, Myron T. Scudder.—Description of events, how to work up interest, sample programs, lists of games ..... .12
First Steps in Organizing Playgrounds, Lee F. Hanmer, with description of methods that have been used to advantage ..... .12

Dancing.

Old English Games and Exercises, Kirk.—For children ..... .60
Maypole Possibilities and Dances, Lincoln.—Figure marches, American and English country and folk dances, the Maypole exercises, etc. 1.00
Folk Games and Dances, Mari R. Hofer.—With music and description ..... .75
Children's Old and New Singing Games, Hofer ..... .50
Old Danish Folk Dances, Hanson and Goldsmith.—Description, 75c; music, $2.70; both 3.45
Old Swedish Folk Dances, Bergquist.—Description, 75c; music, $2.30; both..... 3.05
Swedish Weaving Dance, Bolin.—Description and music ..... .25
Swedish Folk Dances, Clapp and Bjerstedt. Description, 75c; music, $1.50; both.... 2.25
Song Plays, Bolin.—Music and description, for children ..... .75
Folk Dances and Games, Crawford 1.50
Dance Songs of the Nations, by Oscar Duryea.—Ten fancy dances with proper music and detailed description 2.00
Folk Dance Music, Burchenal and Crampton, selected from various nations; paper covers, $1.50; cloth covers..... 2.00
Marching Calisthenics and Fancy Steps, Lundgren.—For school and gymnasium use ..... .50
Rythmical Balance Exercises, Perrin and Starks.—Fancy steps with description.. 1.50
Play Exercises and Marching, including fancy steps for school children, Nissen .25
Dancing, its relation to educational and social life, Dodworth 1.50
Dancing, Wilson. — Practical directions mainly relating to social dancing..... .50
Grammar of the Art of Dancing, Zorn, translated by A. J. Sheafe from the German. (Special prospectus free).....10.00

Games.

Gymnastic Games Classified, Arnold.—Paper cover, 70c; cloth 1.00
150 Gymnastic Games, B. N. S. of G..... 1.10
Gymnastic Games (200), Grey..... .70
Popular Gymnastics, Betz ..... .75
Education by Plays and Games, Johnson... .90

Educational Gymnastic Play, Johnson and Colby.—For children ..... .70
Gymnastic Stories and Play, Stoneroad.—For children ..... .75
Play—Its Value, with 50 games, Lamkin... .66
Graded Games and Rythmic Exercises, Marion B. Newton.—Games and plays for school room, playground and home use by children 1.25

Athletics.

Practical Track and Feild Athletics, Graham and Clark 1.00
Track and Field Athletics, Harpers 1.50
Popular Gymnastics, Betz.—Adapted to playground use ..... .75
Handbook of the Public Schools Athletic League.—Contains rules for events, conduct of meets, rules for tests, hints on training... .12

Marching.

Manual of Marching, Cornell ..... .30
Infantry Drill Regulations, U. S. Army.—Paper cover, .30; cloth ..... .50
Tactics of the Individual, Arnold ..... .25
Gymnastic Tactics, Betz ..... .75

Gymnasium Apparatus Exercises.

Parallel Bars, Dimmock ..... .50
Horizontal Bar, Dimmock ..... .50
Vaulting Horse, Campbell ..... .50
1076 Gymnastic Exercises, Harvey ..... .40
Horizontal Bar, Butterworth 1.00
Code Book of Exercises, Puritz ..... .60
German-American System, W. A. Stecher.—Sections on all forms of physical training, illustrated liberally 2.60

Class Drills, Exercises, Etc.

Pyramids and Postures, A. B. Wegener ..... .15
1000 Dumb Bell, Indian Club and Bar Exercises, Harvey ..... .40
Wand Exercises, Chesterton ..... .50
Light Gymnastics, W. G. Anderson 1.50
Pyramids, Harvey ..... .40
Club Swinging, W. J. Schatz 1.00
How to Tumble, Butterworth 1.00
Drills and Marches, Lundgren ..... .50

Miscellaneous.

Fencing with the Foil, Heintz.—Class and individual exercises with catechism ..... .25
Foil and Sabre, Rondell 3.50
Skating, Badminton 2.50
The Art of Swimming, R. F. Nelligan ..... .50

Any of the publications listed sent on receipt of price quoted. Information regarding any title sent on request; table of contents can be supplied in some cases; by

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